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ABSTRACT

Intended as a resource of staff-tested activities for two-year college faculty, staff, and administrators, this manual is a compilation of representative materials from training workshops conducted, as a professional development project, to increase instructor skills and knowledge regarding intervention in reading deficiency of postsecondary occupational education students. Part A identifies workshop participants and summarizes their local inservice programs. Materials on readability procedures found in the second section are an overview of readability procedures, the Fry and Flesch readability formulas, a summary of readability estimates, computerized readability estimates, a guide for considering textbooks, a textbook selection checklist, a textbook evaluative rating scale, a readability checklist, and a student textbook use and attitude survey. Part C contains materials on Cloze procedures, including an overview, an inservice module on use of Cloze for evaluating student reading levels, and Cloze samples. Contents of part D on reading study strategies are: reading-related study techniques, prereading instruction, textbook preview, use of vocabulary skills in teaching career content, guidelines for teaching paragraph comprehension, use of guide questions in reading content, sample reading study guides, materials on SQ3R (Survey, question, read, recite, review), and an inservice module on helping students read texts. The final section contains instruments for evaluating professional development programs and outcomes of reading strategies in instruction. (YLB)

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ED232009

Reading in Postsecondary Occupational Education:

FACULTY DEVELOPMENT RESOURCE MANUAL

Materials Developed and Used by New York State Two-Year College Staff in the Role of Faculty Trainers

Basics of Career Program Achievement:
Emphasis on Reading
VEA 53-81-0086

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September 1981

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FOREWORD

Writing about the rationale underlying any specific staff development program carries with it the bias of the authors. Although that bias is inherent in these prefacing remarks, the issues with which the program to be described was concerned are so very critical that the bias is subsumed by the potential. Stated another way, reading is the undergirding element of literacy; and, occupational literacy is the foremost requisite of obtaining and sustaining employment. Preparation of students in occupational programs, without addressing occupational literacy, defeats the purpose of the program, denies the literacy mandate in education, and fails the student, employer, and community.

In this effort to provide staff development regarding intervention in student reading deficiency, reading was looked upon as a vocational skill. This was a serious departure from the traditional notion that reading ability is prerequisite to admission into occupational programs. Recent research, however, clearly demonstrated that the ability to read the Saturday Evening Post is not necessarily indicative of a student's ability to read the literature necessary to carry out the terms of employment. That same research challenged the validity of standard diagnostic reading testing, readability procedures, and the traditional belief that reading instruction belongs at the elementary school level.

Because envisioning reading as a vocational skill is considerably different from perceptions about reading held by most educators, the programs for the participants of these staff development sessions contained substantial sensitivity components. It was necessary to relate new research findings to old myths about occupational reading. The participants of the programs spent considerable time examining their own notions about the place for reading instruction in occupational education.

Following the sensitivity portion of the program, the two-year college teams received instruction regarding appropriate use of readability procedures, alternative assessment testing methods, and intervention strategies to overcome deficiencies. Instruction assumed a working partnership between the developmental studies personnel and the content faculty. The materials to be used by the content faculty were designed to require no reading specialization training and to be efficient in terms of curricular time consumed.

The team concept of the sessions was intended to result in a local core of expertise and subsequent information and skill by the team with colleagues at their respective institutions. Accordingly, the forward plans and accomplishments reported in this document reflect the success of that intent. On the pages to come, the efforts of the participant teams at their home institutions are recorded. Judgment regarding the total degree of success obtained by these efforts is presently unknown. We do know that many faculty are doing things differently in the classrooms with the true beneficiaries being the students served by the venture.

L. Jay Thornton, Ph. D.
Occupational Reading Consultant
Coordinator, Special-Vocational Programs
Department of Vocational-Technical Education
Rutgers University

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Introduction and Purpose

This Resource Manual is a product of a professional development project conducted by the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Grants Administration, New York State Education Department (VEA 53-81-0086). The major intent of the program was to enhance student success in postsecondary occupational programs by increasing instructor awarenesses, skills and knowledges about reading-related techniques appropriate for reinforcement and application in the occupational curriculum. The specific objectives included:

1. to increase the understanding of postsecondary occupational education instructors of the importance of reading skills to student comprehension of concepts, facts, organization and logic of program content;
2. to assist participants in adapting and testing reading-related instructional techniques for use in local career courses and programs;
3. to develop the capability of project participants to transmit their skills and understandings to colleagues.

Project activities were developed around a team concept. Participating college staff members functioned as a team representing their respective institution. Most teams consisted of four faculty members representing occupational program areas and basic skill specialists. An administrator functioned in an ad hoc team member role for guidance and support, and coordination of inservice activities at the local college.

The project was developed on the assumption that postsecondary students who are better able to deal with textbooks and other written materials are more apt to experience success in not only completing their selected career program but in their performance once employed. Training sessions sought to provide the team members with the skills and knowledges that would allow them to review and objectively assess the textbooks and instructional materials being used as part of the teaching-learning process. Subsequent to the material review, the team members were guided toward procedures which would help them estimate the capability of their students in dealing with the instructional materials. Knowledge of the discrepancies between student competence and the demands of the materials allows the instructor to select and incorporate strategies related to reading as part of the daily instructional process. This provides the students with guidelines toward more effective reading which, in turn, enhances the potential of their success in their occupational career program.

The topics addressed as part of the training workshops included readability analysis, use of the Cloze techniques, vocabulary, paragraph comprehension, SQ3R and other strategies related to reinforcing and improving the reading capability of postsecondary career students.

This Resource Manual is based on the processes and materials developed by local teams as part of their inservice program for local faculty and staff. The manual has been compiled as a basic reference for the participating teams, as well as to provide a basic resource of staff-tested activities that could be utilized by other two-year college faculty, staff or administrators. The quantity of materials developed was extensive, making the cost of total reproduction prohibitive. Therefore, representative materials were selected.

The comprehensive materials developed specifically for the training workshops by the project's primary consultant, Dr. L. Jay Thornton, Rutgers University,[1] have been excluded from this manual of team-developed resources. It should be noted that some materials developed by the teams reflect those of Dr. Thornton, but are adapted to better address local needs and preferences.

This publication is not intended to be a comprehensive manual on reading and study skills, but rather a compilation of samples of materials that teams have used in professional development programs. These materials are not necessarily in a form that any instructor may pick up, follow a detailed set of directions, and use. They require certain attitudes, awarenesses, and background information to be applied. The authors of the materials obtained their background in the project inservice sessions and subsequently provided it to faculty on their campuses. All techniques and concepts will not be seen as appropriate for every course, but some techniques can, and have, been used in a wide range of courses with positive results.

All will agree that a very valuable resource to wider dissemination of a manual such as this is personal contact with those individuals who have been involved. Therefore, the team members, colleges and a brief summary of each of their local inservice programs constitute the first component of this manual.

In addition to serving as a source to facilitate sharing among the 14 teams and colleges who have participated to date and as a resource to other two-year college career staff who may be addressing the application of reading-related instructional strategies to occupational content, this manual is designed to recognize those two-year college professionals who have worked throughout the year and have given time and effort beyond project expectations. They are the experts in transmitting reading-related knowledges and skills through professional development programs to colleagues. They know what works, what does not work; and they recognize the advantages as well as the pitfalls in both roles--classroom instructor and faculty trainer. They are eager and willing to share them with you.

We and the team members invite you to contact the team leader or individual participant if, as you go through this manual, you find this kind of interaction to be useful to your needs. All are willing to talk with you, share experiences and whatever additional or specific materials may be available. The project staff at the Two-Year College Development Center also welcomes your inquiries.

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[1] Specific references may be found on page 92.

PART A

Team and Program Identification

Team and Program Identification

Team members, team leaders, and administrators who served in a specialized supportive role are identified in this section for each of the 14 participating colleges. Each local staff development program is also summarized. A code letter has been assigned each college to facilitate identification of their materials in subsequent sections of the resource manual.

Part A concludes with a summary profile of topics addressed and process options utilized by the various teams in their local inservice effort.

Borough of Manhattan Community College*
1633 Broadway
New York, New York 10019
(212) 262-5460

Diana Kern, Co-Team Leader
Assistant Professor
Secretarial Science Department

Esmay Elyvert
Assistant Professor
Nursing

Harry Wolfe, Co-Team Leader
Associate Professor
Accounting

James Middleton, Ad Hoc Administrator
Associate Dean

Basil Cleare
Associate Professor
Business Management

The goal of the program at Borough of Manhattan Community College was to develop a policy and structure for continuing staff development. The efforts of the reading team have resulted in standing reading committees in each department; enhancement of faculty awareness that they could do something to improve student reading skills; and increased administrative support. The program was initiated through a faculty meeting and positive administrative support. The primary instructional modes utilized were departmental meetings and total group workshops. Major activities included two luncheon workshops with 14-18 occupational faculty in attendance, a team report to the general faculty and updating team reports to individual departments. Joseph Mangano, Consultant, Two-Year College Development Center, and the team members served as presenters and instructor-trainers. With the support of the academic dean, continuing workshops are planned. A one-day workshop for the total faculty has been scheduled in the fall.

---

*College Code - Borough of Manhattan Community College: College A

*Broome Community College**
Upper Front Street
Binghamton, New York 13902
(607) 772-5000

Steven Natale, Team Leader
Chairperson, Learning Skills Center

Linda Kovacs
Assistant Professor, Learning Skills

Dorothy Dykeman
Assistant Professor
Nursing

Pat Lee
Assistant Professor
Nursing

Sarah Hanaway
Chairperson
Nursing Department

Joseph Gay, Ad Hoc Administrator
Dean of Curriculum

The general objectives of the local program were to increase awareness of significance of reading in occupational curricula; and to develop faculty skill in using and applying Flesch and Cloze readability procedures to course materials. Because the team from Broome Community College consisted of nursing and learning skill staff, the planned strategy was to work with the Nursing Department in a pilot situation prior to involving other technical areas. The local program has resulted in the nursing staff viewing the application of reading-related strategies as one option toward reducing attrition rate, and classroom materials have been developed for use with incoming freshmen. Major activities of the program included three small group workshops with full-time nursing staff (7) and a two-day workshop for all technical faculty at Broome. L. Jay Thornton, Consultant, Rutgers University, and the team members served as instructor-trainers and presenters. To facilitate institutionalization, the college is providing support for a summer local mini-grant program for technical faculty.

**College Code - Broome Community College: College B*

Community College of the Finger Lakes*
Lincoln Hill
Canandaigua, New York 14424
(716) 394-3500

Muriel Coleman, Team Leader
Associate Professor
Developmental Studies

William Banaszewski
Professor
Conservation

Brenda Brockman
Associate Professor
Business

Cathy Schoonmaker
Associate Professor
Nursing

Peter Friedman, Ad Hoc Administrator
Associate Dean of Academic Services

The goals of the program at Community College of the Finger Lakes included: to identify independent, instructional and the frustration level of students by using the Cloze procedure; to increase awareness of and the need for teaching strategies such as SQ3R, Cloze procedure, textbook analysis in vocational education. The reading team members served as instructor-trainers for faculty member volunteers from business, nursing and conservation. The instructional modes used were group sessions dealing with computerized program of text readability; sharing of testing and graph results, presentations and assignments as part of the instructional process. An "Awareness Dinner," specific area department meetings, one-to-one faculty contact and general faculty involvement were credited as primary sources of motivation for participation. As a result, communication has increased between learning skill and technical faculty, and a willingness exists to offer assistance outside the workshops with the Learning Skills Center serving as facilitative coordination unit. The original team is viewed as a training resource and the faculty desires more follow-up to the sessions. The Learning Center will continue readability analyses and sharing of these computerized results plus other support services including study guides.

---

*College Code - Community College of the Finger Lakes: College C

Erie Community College*
Main Street & Youngs Road
Williamsville, New York 14221
(716) 634-0800

Nina Luban, Team Leader
Coordinator of Developmental Studies

Linda Kuechler
Instructor
Business

Dennis Slichta
Associate Professor
Food Service

Peter Semanchuk
Professor, Mechanical Technology

Karen Noonan, Ad Hoc Administrator
Coordinator, Planning and
Development

The goals of the program at Erie Community College were to determine attitudes toward textbooks; instruct teachers to evaluate books and use a readability checklist; inform students of peculiarities of text; develop reading strategies and study guides for use in vocational courses. Team members piloted various strategies in their own classrooms. Only those that were successful with students (day/traditional and evening/nontraditional) were selected for introduction on a collegewide basis. The team developed materials including a readability checklist for textbooks; course study guides; and textbook attitude tests. Team members and L. Jay Thornton, Consultant, Rutgers University, served as trainers and presenters in a total faculty presentation (250-300) and subsequently four small group sessions with 10 volunteer occupational faculty. The volunteer faculty responded to a "soft-sell" approach to administrative support and to the consultant brought to campus. Future workshops for volunteer staff are scheduled on a departmental basis.

---

*College Code - Erie Community College: College D

Fulton-Montgomery Community College*
Johnstown, New York 12095
(518) 762-4651

Robert Kusek, Team Leader and Ad Hoc Administrator
Associate Dean for Career Education

Andrew DiNitto
Chairperson
Committee for Basic Studies

Harold Morrell
Associate Professor
Developmental Skills

Maurice Leverault
Instructor
Visual Communications

The major objectives of the program were to develop faculty awareness of the importance of reading-related strategies and to help in planning for development of instructional strategies. To maintain technology standards, better utilization of resources and staff results in faculty awareness of their responsibility to include strategies within content instruction. Three members of the reading team and developmental effort plus L. Jay Thornton, Consultant, Rutgers University, served as instructor-trainers in the modes of small group/large group activities and workshops. From 10 to 12 career content faculty participated in the workshops. The primary motivation rests with recognition and professional responsibility. Because of college-wide support for content area and developmental program, reading efforts are being incorporated into the total college effort to better address student needs through integration of strategies in career courses.

---

*College Code - Fulton-Montgomery Community College: College E

*Hilbert College**
5200 South Park Avenue
Hamburg, New York 14075
(716) 649-7900

Patrick Heraty, Team Leader and Ad Hoc Administrator
Chairperson
Business/Economics Division

Joe Meindl
Coordinator
Transportation Program

Marc Smith
English/Developmental Studies

Kathy Scully
Coordinator
Human Services Program

The goals of the effort at Hilbert include awareness of problems/issues/techniques, acquisition of skills, attitudes and knowledges, and helping occupational instructors acquire concrete ideas of how to prepare career students to approach specific texts. Team members continue to compile a resource packet, complete readability estimates in economics and business law and finalize plans for full-day sessions this fall. Two specific types of workshops will be held as part of the college program for professional development--1) readability and 2) textbook review. The original team will serve as the training resource. Professional responsibility and administrative recognition are identified as major motivation to faculty for their participation.

**College Code - Hilbert College: College F*

Jefferson Community College*
Watertown, New York 13601
(315) 782-5250

James Hogancamp, Team Leader Associate Professor & Director Learning Skills	John Penrose Assistant Professor Science and Technology
James Cox Associate Professor Business	Joseph Sawma Assistant Professor Science and Technology
Arthur Dieli Instructor Data Processing	Gerald Walsh, Ad Hoc Administrator Academic Dean

The objectives for the program at Jefferson Community College are to provide a base of resource materials for support and application to occupational content instruction and to increase career faculty awareness of reading-related strategies and related instructional resources available for use with microprocessors. The major instructional modes include workshops and individual or one-to-one contact with faculty volunteers, especially those instructors in high risk career courses. Team members are serving as instructor-trainers. Implementation with full vocational faculty is planned for the fall of 1981.

---

*College Code - Jefferson Community College: College G

*Mater Dei College**
Riverside Drive
Ogdensburg, New York 13669
(315) 393-5930

Marsha Sawyer, Team Leader
Coordinator/Instructor
Learning Skills Center

Jane Struzzi
Instructor/Coordinator
Rehab. Criminal Justice

James Monaco
Assistant Professor, Coordinator
Comm. Residence Management

Sister M. Hortense Cavanaugh, S.S.J.
Ad Hoc Administrator
Director of Faculty Development

The local inservice program at Mater Dei College has resulted in faculty awareness of study/learning problems; faculty awareness of strategies which could be implemented with career students in response to these problems; faculty interaction; resource file in library for staff use. Six workshop sessions (lecture, discussion and experiential) were held for all faculty, averaging 18-20 per session. Team members served as trainers. James Hogancamp, Associate Professor of English, at Jefferson Community College, served as consultant. The program will be on-going through continuance of the established resource file, the new Director of Faculty Development is a team member, and work with new staff is scheduled for early fall.

**College Code - Mater Dei College: College H*

New York City Technical College*
300 Jay Street
Brooklyn, New York 11201
(212) 643-4900

Josephine Volpe, Team Leader
Assistant Professor
Secretarial Science

Esin Ayen
Professor
Electrical Technology

Ruth Lemansky
Professor
Developmental Skills

Al Spencer
Assistant Professor
Radiologic Technolgoy

Lorraine Beitler, Ad Hoc Administrator
Professor, Director of Educational
Services

The goal of the program at New York City Technical College was to increase skills, knowledges, and awarenesses of occupational faculty in the use of reading-related techniques in the instruction of career content. Toward achieving this goal, four 2-hour workshops were held for three divisions--Commerce, Allied Health, and Technology--resulting in the development of instructional materials such as study guides, a computer program (Flesch readability: BASIC, Apple) for readability estimates, and a sense of serving as a resource cadre. The team members served as instructor-trainers. The reading workshops will be offered through Divisional Curricula Committees to other faculty, and the service of readability analyses will be provided through the Computer Center.

---

*College Code - New York City Technical College: College I

*Schenectady County Community College**
78 Washington Avenue
Schenectady, New York 12305
(518) 346-6211

Jessie K. Malheiros, Team Leader
Associate Professor & Coordinator, Basic Skills
Department of Humanities/Social Science

Carolyn L. Cary
Associate Professor
Department of Business and Law

Ervine Crawford
Assistant Professor
Hotel Technology and Culinary Arts

Shirley J. Stanley
Associate Professor
Mathematics/Science/Technology

Gerard L. Buckhout
Ad Hoc Administrator, Chairman
Department of Humanities/Social Science

At Schenectady County Community College the program objectives included: to increase awareness of vocational faculty of importance of reading-related strategies in career programs, and to increase skills of participating faculty in applying selected techniques. Team members planned and implemented the training programs consisting of a breakfast session and three 2-hour small group sessions for 4-6 vocational career faculty. Primary motivators for participation were financial, administrative recognition and personal interest. The program resulted in production of materials for general use, recognition of variance in staff needs, and capability to apply selected techniques to instructional process. Program continuance will be in relation to the team plus participants being viewed as a training source, material resources, and awareness at the college that there is a need for the program and for a committee of members from various departments to study future planned workshops.

**College Code - Schenectady County Community College - College L*

SUNY Agricultural and Technical College at Cobleskill*
Cobleskill, New York 12043
(518) 234-5011

S. Phillip Campbell, Team Leader Assistant Professor Food Service	Elizabeth Tillapaugh Assistant Librarian Learning Resource Center
Nancy Hisert Associate Professor Business	W. Clifton Collins, Ad Hoc Administrator Assistant Dean of Academic Affairs

The goals of the program at SUNY Agricultural and Technical College at Cobleskill were to increase awareness of need to integrate reading with vocational content at the local campus, and to create a working base for continuing effort in addressing learning difficulties. As a result of program activities faculty are more aware of support already existing on campus. Team members, three additional college staff and Joseph Mangano, Consultant, Two-Year College Development Center, served as presenters and trainers in the instructional modes of an initial large group presentation, promotion of program by division and two dinner workshops (readability/SQ3R/evaluation and reading for content, vocabulary and study skills/evaluation) for technical faculty (average 30 attendees from five departments). Administrative recognition and support are primary motivators for planned continuance including: continuing education mini-courses on study skills; capability of APPLE computer for readability analysis of texts; orientation for new faculty via a reading mini-workshop; and new student orientation to study skills.

---

*College Code - SUNY Agricultural and Technical College at Cobleskill: College M

Tompkins-Cortland Community College*
170 North Street
Dryden, New York 13053
(607) 844-8211

Marlene Blumin, Team Leader
Associate Professor
Reading & Developmental Studies

Ken McEwan
Instructor
Human Services

Jim Nichols
Assistant Professor
Criminal Justice

Betty Wilson
Instructor
Nursing

Carl Haynes, Ad Hoc Administrator
Division Head
Business & Public Service

The major objectives of the local program at Tompkins-Cortland Community College were to increase faculty sensitivity of reading-related concerns in the use and selection of texts for career programs, and to develop a computer capability for readability analyses. Team members served as instructor-trainers at two dinner workshops with an average of 30 in attendance. The theme of the textbook selection process was used to coordinate the instructional activities and workshop materials (evaluation forms, overheads, textbook selection checklist, exercises related to Flesch, Cloze, vocabulary illustrations, and other textbook components). Identified outcomes include increased awareness and sensitivity by participating faculty, greater visibility of the kind of support available from basic skills staff, completion of 75+ readability analyses and continuance of Cloze processes. Future work is planned on a division-by-division basis to address teaching and instructional strategies as related to reading and career content.

---

*College Code - Tompkins-Cortland Community College: College J

Trocaire College*
110 Red Jacket Parkway
Buffalo, New York 14220

Donald McAndrew, Team Leader and Ad Hoc Administrator
Coordinator
Developmental Skills Program

Sister Mary Caritas Chairman Business Division	Ann Williams Director Operating Room Technology
Elaine Heftka Director Early Childhood	

The goal of the program at Trocaire College was to transmit and encourage use of instructional strategies to help develop student reading skills in career courses. Instructional efforts by the team members have resulted in five videotape modules which serve as a permanent staff development resource, and implementation of strategies in the classrooms of participating faculty from the departments of Operating Room Therapy, Business Administration, and Career Science. The primary instructional approach has been small and large group presentations and use of the videotape modules and the accompanying materials. Participant motivation has stemmed from strong administrative support and faculty interest within specific departments. Program continuance will be enhanced through the permanent file of videotapes, on-going team consultations with faculty, and future sessions as part of College Day.

---

*College Code - Trocaire College: College K

Ulster County Community College*
Stone Ridge, New York 12484
(914) 687-7621

Lawrence Borzumato, Team Leader
Professor and Coordinator of
Learning Skills Center

Thomas Bachor
Instructor
Engineering

Kathleen Krajci
Associate Professor
Nursing

Christine Zettler
Instructor
Recreational Leadership

Robert Markes, Ad Hoc Administrator
Dean of Faculty

Team members, serving as instructor-trainers through individual informal contact and small group sessions with about 30 volunteers from selected occupational departments achieved increased awareness of problems/issues in roadability; awareness of uses of readability; acquisition of reading-related skills/knowledges/attitudes; production of materials for individual use; production of materials/services for others; and articulation of departments with Learning Center. Primary motivation results from interest in the topic and support from the academic dean. The program will continue through the Faculty Development Committee giving more emphasis to learning skills and activities as part of an overall structured objective.

---

*College Code - Ulster County Community College: College N

Summary Profile: Topics and Processes

College faculty have a natural resistance to a program such as this that all teams had to address during an awareness building phase. Many feel that it is someone else's job to teach basic academic skills, and if students can't read, they shouldn't be in college or, if they are admitted, they should learn in developmental courses with reading specialists. Many also feel they could not (as well as should not) become reading and study skill instructors, and still adequately teach all course content in the allotted time.

In combating these attitudes, and others, teams used evidence from student reading level estimates, enrollment trends, the direct contribution that could be made to college priorities for basic skill development, various research findings, and common sense arguments, such as, it is not inappropriate teaching behavior to provide students a few techniques of how, along with the what to learn. The concept that reading is an occupational as well as academic skill was also presented and discussed. Most teams used the large group presentation and discussion technique to establish faculty awareness. Many employed consultant services for this activity.

The topics addressed and processes employed by the teams are summarized by indicators (●) on the following charts. For example, nearly every team addressed awareness of problems and acquisition of skills and attitudes. Six teams actually implemented techniques in the classroom. Thirteen teams used themselves as presenters in their local inservice programs. Five teams used external consultants as presenters.

Frequency of General Process Options Used In Inservice Programs

	BMCC	Broome	CCFL	Erie	Ful-Mont	Hilbert	Jefferson	Mater Dei	NYCTC	SCCC	SUNY Cobleskill	TC-3	Trocaire	Ulster
I. Goals/Outcomes:														
a. awareness of problems/issues/techniques	●	●	●	●	●	●		●	●	●	●	●	●	●
b. acquisition of skills/knowledges/attitudes		●	●	●	●	●	●	●	●	●	●	●	●	●
c. production of materials for own use		●	●	●	●	●		●	●	●			●	
d. implementation of techniques in classroom		●		●				●	●	●			●	
e. assessment of effectiveness of techniques				●										
f. production of materials/services for others				●		●		●			●	●	●	
g. ability of participants to teach colleagues		●		●					●					
h. other	●							●		●				
II. Participants:														
a. volunteers from general faculty	●			●				●		●	●	●		
b. volunteers from selected departments		●	●	●	●	●			●				●	●
c. invitational by personal or title/position			●											●
d. limited or unlimited numbers			●			●				●				
e. combinations														
III. Presenter(s):														
a. team members		●	●	●	●	●	●	●	●	●	●		●	●
b. selected team members					●							●		
c. college staff														
d. external consultants	●	●		●				●			●			
e. combinations of above														
IV. Instructional Mode:														
a. large group presentation/demonstration	●	●		●	●			●		●	●	●		
b. small group workshop		●	●	●	●	●			●	●			●	●
c. one on one					●		●			●	●			●
d. combinations of above in serial arrangement														
V. Participant Motivation:														
a. financial								●	●	●				
b. administrative recognition								●	●			●		
c. departmental representation		●	●			●					●		●	●
d. professional responsibility		●				●		●				●		●
e. interest	●			●	●	●	●			●		●	●	●
f. other		●			●									
VI. Program Continuance:														
a. collegewide program alliance			●	●	●					●	●		●	●
b. departmental level program alliance	●					●			●			●	●	
c. original team as training resource			●			●		●					●	
d. team plus participants as training resource				●										
e. no specific plan														
f. other		●									●			●
VII. Grant Money Expenditures:														
a. consultant services	●	●		●	●			●			●			
b. participant stipend/released time								●	●	●				
c. varied workshop expenses	●		●	●	●				●	●	●	●	●	
d. instructional materials, supplies and duplication		●	●	●	●	●	●	●	●	●	●	●	●	●

Summary of General Topics Addressed in Local Professional Development Programs

	BMCC	Broome	CCFL	Erie	Ful-Mont	Hilbert	Jefferson	Mater Dei	NYCTC	SCCC	SUNY Cobleskill	TC-3	Trocaire	Ulster
Reading in Occupational Education	●	●	●		●	●		●		●	●			●
Textbook Selection and Use		●		●					●		●	●	●	
Readability Concepts and Techniques	●	●			●	●	●	●	●	●	●	●	●	●
Computer Programmed Estimates					●		●		●		●	●		
Cloze Procedures		●	●									●	●	
Study Strategies	●		●		●		●	●	●				●	
SQ3R	●		●	●						●			●	
Vocabulary	●		●	●		●		●	●	●		●	●	
Comprehension	●		●	●		●		●	●	●	●		●	
Study Guides				●					●					
Use of Questions and Answers			●											
Complex Relationships				●										
Evaluation			●	●				●		●	●	●	●	

PART B

Readability Procedures

Readability Procedures

As has been noted, the project was developed on the assumption that post-secondary students who are better able to deal with written materials and textbooks are more apt to experience success in college and as employees.

A primary tool of instruction is the textbook. Students will not learn from texts and materials that are frustrating or beyond their capability to read. A systematic evaluation of textbooks by college instructors will yield important information regarding the selection process and implications for instruction. Complexity of language, structure, format, study features and technical nature of the subject influence the overall readability of an occupational course text. One technique, readability analysis, determines an approximate GRL one must possess in order to read the selection.

Although there are several readability formulae available, the Flesch and Fry are recommended for use in occupational education. If readability estimates are based on formulae using word lists, caution must be used in their interpretation. Readability analyses results should be primarily used as a general indication of difficulty rather than as a constant measure.

Several teams found the use of a checklist valuable in examining or assessing textbooks. In most cases, readability estimates are included as part of the checklist in conjunction with other components that are recommended for the assessment procedure.

Using these materials requires attitudes and understandings that every faculty member may not possess. College learning skills staff should be able to help operationalize any of the material included.

This section includes the following materials:

General Overview of Readability Procedures
Fry Readability Formula
Flesch Readability Formula
Sample Worksheet: Flesch Reading Estimate
Sample: Graphic Summary of Readability Estimates
Computerized Readability Estimates
Guide for Considering Textbooks
Textbook Selection Checklist for Instructors
Textbook Evaluation Rating Scale
Readability Checklist for Use with Instructors
Student Textbook Use and Attitude Survey (Pre & Post)

College Code: H

GENERAL OVERVIEW OF READABILITY PROCEDURES

There are three variables for determining readability:

1. number of words
2. number of sentences
3. number of syllables ---> per 100 words

A. WORDS (count 100)

What counts as a word?

- an acronym
- groupings of numbers

(fig.) (20-17)
↑ ↑
1 word 1 word } counts as two words

- a fraction is a word
- a symbol such as $ or ¢

($) (25.25)
↑ ↑
1 word 1 word } counts as two words

Other examples: (256.8) (cc) ---> two words

A period makes a difference 16 o.c. (16) (on) (center)---> three words
16 oc ---> two words

10:00 p.m. ---> three words	10 p.m. ---> three words
10:00 pm ---> two words	10 pm ---> two words

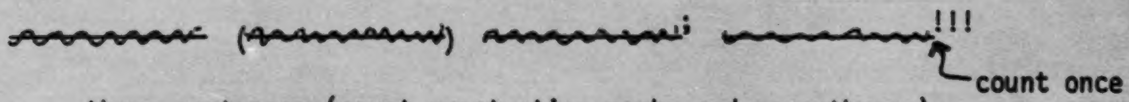
$(L786G)^{(2)}$ ---> two words

Saw 2 x 4 16" o.c. ---> eight words

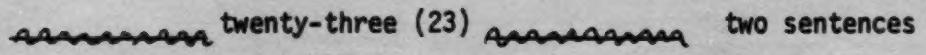
Hyphenated words are one word

Skip mathematical formulas. They are often viewed as a picture. Stay within the text avoiding preface, index, glossary, etc.

B. SENTENCES - Begin with a capital letter and end with a (.) (!) (?) (;) (:). A thought unit is a sentence. Anything in parentheses counts as a sentence.

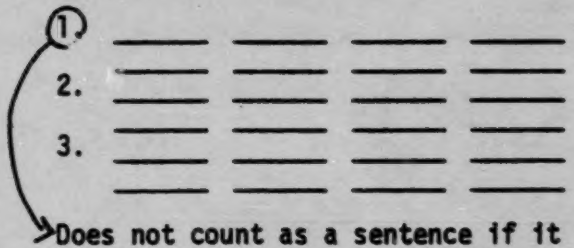


three sentences (count punctuation marks and parentheses)



twenty-three (23) two sentences

How do you deal with something that is numbered?



Does not count as a sentence if it isn't part of the instructions. Count it if it means..."The first thing you must do...."

IF YOU CANNOT MAKE UP YOUR MIND, DO NOT COUNT IT BECAUSE IT WILL DISTORT THE READABILITY LEVEL.

C. SYLLABLES - Contractions and possession do not add syllables.

caus/es of in/ef/fi/cient ster/i/li/za/tion 12 syllables

⑤
start/ at/ point/ 2/0/8/./5 and/ pro/ceed in ① / ①⑥ / or/ ③ / ⑧
u/nits to the ⒼⓇⓅⒶ mode /, then/ stop!
④

- A symbol is one word one syllable. Each number counts as one symbol or one syllable.

- There is often an automatic syllable count increase when you use symbols. $208.30 ---> seven syllables

Figure 1-16   Figure 27-32   Figure 32-115

To avoid artificial syllable credits, count the numbers 16 (as one) 32 (as one) and disregard the dash.

FRY READABILITY FORMULA

1. Select and use a stratified random procedure, at least five percent for books, more for shorter materials. For example: If a book is 350 pages long, five percent equals 17.5. 350 ÷ 17.5 = 20. Select a starting number, like 5. The first sample page is 5, then 25, then 45, etc. If one of the pages has no text, proceed one page forward until a page is found from which a sample can be taken.

2. Count out 100 words.

3. Determine the number of sentences.

   100 words will not always fall at the end of a sentence. Therefore, you must determine the number of sentences to the nearest tenth.

   For example:

   (1) . (2) ! (3) .
   (4) . (5) . (89th word) (100th word) (109th word)

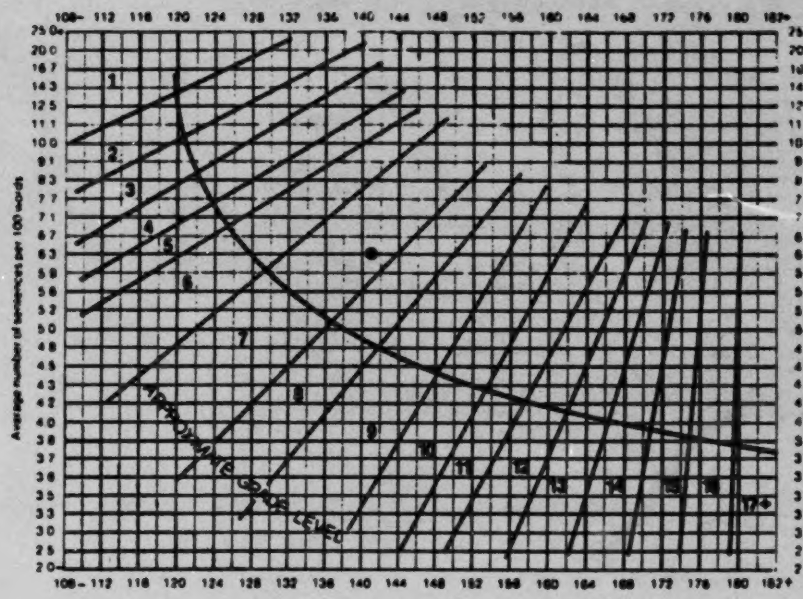
   Between 89 and 109, there are 20 words. Between 89 and 100, there are 11 words. Divide 11 by 20 to determine your decimal. Therefore, you have 5.55 sentences or 5.6 sentences.

4. Determine the number of syllables within the 100 words.

5. Use FRY READABILITY SCALE to find approximate readability; or use the graph to plot the total syllables (across) to the number of sentences per 100 words. (see next page)

GRAPH FOR ESTIMATING READABILITY —EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe*, *IRA*, *1945*, and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

College Code: C

FLESCH READABILITY FORMULA

The Flesch Readability Formula involves a count of syllables in the sample and words per sentence in conjunction with a mathematical formula. The result is a "Reading Ease Score" which translates into a grade reading level.

I. a. Count the words in the sample (100 words or more, if available).
   b. Count the number of sentences.
   c. Divide the total number of words by the total number of sentences.
   d. Multiply that total (average number of words in a sentence) by 1.015.

II. a. Count the syllables in the sample.
   b. Multiply the number of syllables by 100.
   c. Divide that total by the number of words in the sample.
   d. Multiply that total by .846.

III. Add I and II.

IV. Subtract III from 206.835 to find the reading ease score. It translates as follows:

R. E. Score	Grade	R. E. Score	Grade
115-120	1	80-89	6
110-114	2	70-79	7
105-109	3	60-69	8.5
100-104	4	50-59	11
90-99	5	30-49	14.5
		0-29	College grad.

Instructions for Flesch Calculations:

WORD COUNT: Count all words up to approximately 100 (end on full sentence).

Numbers - such as 30, 1951, 27-A, L78G are each counted as one word.
Hyphenated words - one word
Abbreviations - one word
Acronyms - such as PVA, NSU, USA, AVA, are each counted as one word.

SENTENCES: Count all sentences.

Parenthetical expression - (enclosed in brackets) is one sentence even if contained in another sentence.
Semi-colon or colon - If there is a semi-colon or colon in what we usually consider a sentence that is considered to be another sentence. The easiest way to handle that is to count one sentence overall and add one sentence - count for each colon or semi-colon in the sentence.
Count to the end of the sentence in which the 100th word occurs. Therefore, in the following sample, there are 121 words and nine sentences.

Enter these figures on the form and complete the math involved.

SYLLABLES - Syllables are counted in the same way for each procedure. An easy way: count only those syllables over 1 for each word. For example:

1 2 3 4 5 6 7 8
Caus/es of in/ef/fi/cient ster/il/i/za/tion

Complete the counting for the entire passage in the same manner. Your total is then added to the total number of words giving you the total syllable count. An abbreviated sample and results follow:

121 words
9 sentences
214 syllables
R. E. Score 43.57
14.5 grade

Sample With Word Count Over Words

1 2 3 4
Causes of inefficient sterilization

5 6 7 8 9 10 11 12 13 14 15 16 17
When the A.T.I. indicator does not change color it is a sure sign

18 19 20 21 22 23 24 25 26 27 28 29
that there is a defect in the sterilization technique or apparatus. Never. . .

111 112 113 114 115 116 117 118 119 120 121
require greater time for penetration of steam heat to its center.

Sample Text With Syllables Marked

Caus/es of in/ef/fi/cient ster/il/i/za/tion

When the A./T./I. in/di/ca/tor does not change col/or it is a sure sign that there is a de/fect in the ster/il/i/za/tion tech/nique or ap/par/a/tus. Ne/ver. . .re/quire great/er time for pen/e/tra/tion of steam heat to its cen/ter.

College Code: N

SAMPLE WORKSHEET: FLESCH READING ESTIMATE

1. Select samples of 100 words each. (5% - 10% sample recommended)

2. Determine the following: Sample A B C

Total number of words ________ ________ ________

Total number of sentences ________ ________ ________

Total number of syllables ________ ________ ________

3. Determine sentence length:

Number of words divided by number of sentences = sl ________ ________ ________ sl

4. Determine word length:

Multiply number of syllables by 100

Divide by number of words = wl ________ ________ ________ wl

5. Compute R. E. score:

R. E. = 206.835 - .846 x wl - 1.015 x sl ________ ________ ________

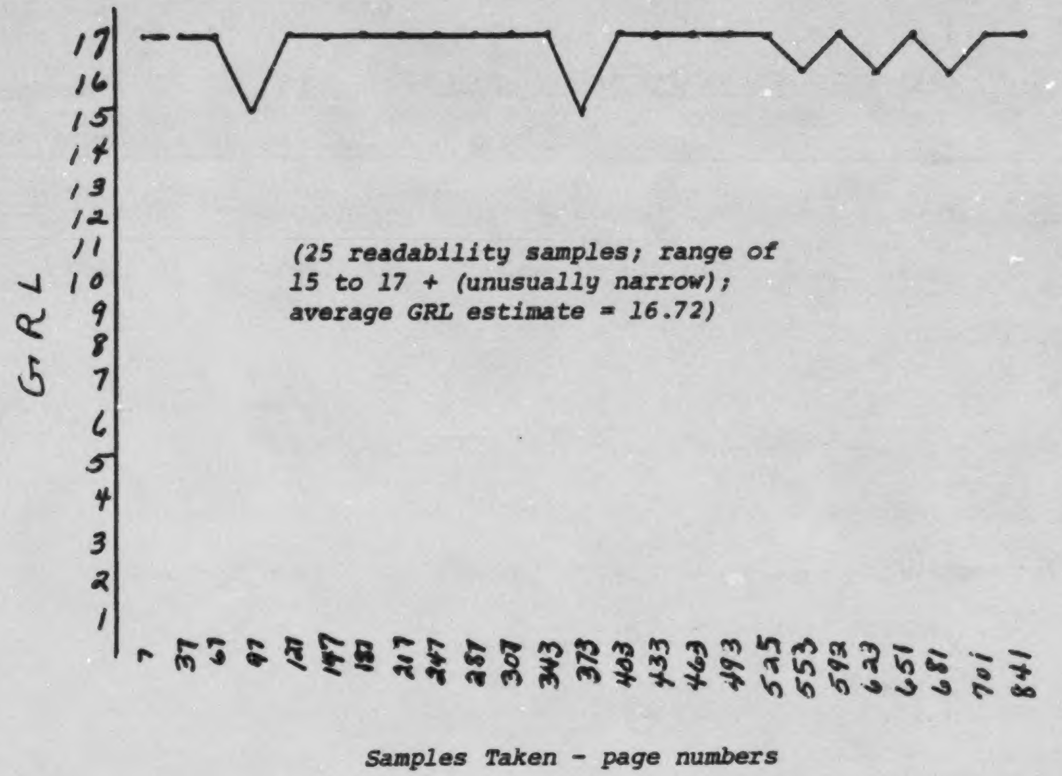
Add R. E. scores divide by 3 ________

R. E. Score	Grade
80-89	6
70-79	7
60-69	8.5
50-59	11
30-49	14.5
0-29	College grad.

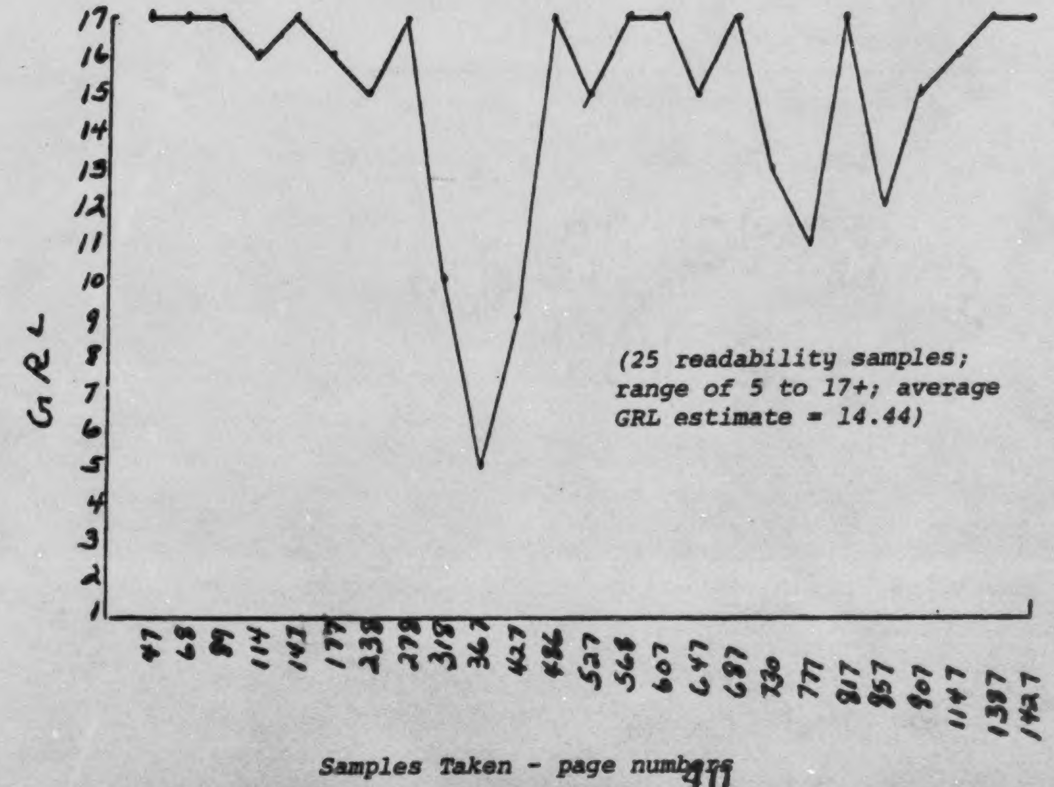
SAMPLE: GRAPHIC SUMMARY OF READABILITY ESTIMATES

Current research brings up serious questions about finding an average readability level of occupational literature. For example, what do we know when the average readability level of a textbook is ninth (9th) grade? Because the word average or mean is used, it can be assumed that some of the literature is higher than ninth and some of it lower. What the average does not tell us is the range and the concentration of a readability level. It is extremely unusual to find texts that have a narrow GRL range or a heavy concentration in one level.

Readability estimates may be graphically summarized which help to illustrate the readability ranges in any one selection. On the following page is one approach used by a team which helps to illustrate the ranges found in any one text.



(25 readability samples; range of 15 to 17 + (unusually narrow); average GRL estimate = 16.72)



(25 readability samples; range of 5 to 17+; average GRL estimate = 14.44)

COMPUTERIZED READABILITY ESTIMATES

Readability calculations can be computerized, and thus eliminate much of the manual computation involved. Several teams chose to use the computer in their readability estimates.

If you are interested in discussing or using a computer program for calculating readability estimates, please feel free to contact any of the following individuals:

Elizabeth Tillapaugh
SUNY Agricultural and Technical College
at Cobleskill
(uses Apple GRL disk)

James T. Hogancamp
Jefferson Community College

Brenda Brockman
Community College of the Finger Lakes

John Leonard
New York City Technical College
(uses WYLBUR EXEC language)

Dr. Thornton made the following computer program for readability procedures available to all participants. It is provided for your use and information.

COMPUTERIZED READABILITY PROCEDURES

R.E. = 206.835 - (1.015 asl + .846 syl/10 wds)
where
R.E. = Reading Ease Score
asl = Average sentence length
syl/100 wds = syllables per 100 words

Figure 1. Flesch Reading Ease Formula. (Source: Flesch, 1949.)

Z = 206.835 - X - Y
where
Z = Reading Ease
X = Words/sentences * 1.015
Y = Syllables * 100/words * .846

Figure 2. Computer-Programmed Reading Ease Computations.

```
INPUT WORDS SENT SYL:
X=WORDS/SENT*1.015
Y=SYL*100/WORDS*.846;
Z=206.835-X-Y;
IF Z> = 114.5 THEN GRL=1;
IF Z> = 109.5 AND Z < 114.5 THEN GRL=2;
IF Z> = 104.5 AND Z < 109.5 THEN GRL=3;
IF Z> =  99.5 AND Z < 104.5 THEN GRL=4;
IF Z> =  89.5 AND Z <  99.5 THEN GRL=5;
IF Z> =  79.5 AND Z <  89.5 THEN GRL=6;
IF Z> =  69.5 AND Z <  79.5 THEN GRL=7;
IF Z> =  64.5 AND Z <  69.5 THEN GRL=8;
IF Z> =  59.5 AND Z <  64.5 THEN GRL=9;
IF Z> = 56.15 AND Z <  59.5 THEN GRL=10;
IF Z> = 52.85 AND Z < 56.15 THEN GRL=11;
IF Z> =  49.5 AND Z < 52.85 THEN GRL=12;
IF Z> =  44.5 AND Z <  49.5 THEN GRL=13;
IF Z> =  39.5 AND Z <  44.5 THEN GRL=14;
IF Z> =  34.5 AND Z <  39.5 THEN GRL=15;
IF Z> =  29.5 AND Z <  34.5 THEN GRL=16;
IF Z> =  29.5 THEN GRL=17;
IF GRL > 0 THEN CLASS=1;
```

FIGURE 3. Computerized Mathematical Transformations of Reading Ease Scores to GRLs.

Statistical Analysis System (1979) packages:

Proc. Means;-

Gives average readability and standard deviation. Shows spread around mean. Also gives range according to minimum and maximum values.

Proc. Plot;

By GRL and Count;

Gives graphic display of amount of literature of high and low degrees of difficulty. Check for modality.

Proc. Corr;

By GRL and Page;

Gives relationship of GRL to location in text, thus establishing whether there is a schedule of progressive difficulty. If correlation is less than 0.50 there is no moderate, direct, positive relationship.

Proc. Plot;

By GRL and Page;

Gives relationship of difficulty to location in text. This is a check for curvilinear relationship not found in the Pearson - Product - Moment-Correlation.

College Code: B

GUIDELINES FOR TEXTBOOK SELECTION

Each textbook should be evaluated in the areas discussed below. A sampling of approximately one-third should be made of those features which are repeated throughout the text.

1. Size - Large volumes should be avoided. Big books tend to intimidate.

2. Format - A book which takes a personalized, modern approach to the subject matter is most likely to be viewed as relevant by the student.

3. Aesthetics - All students, including adults, are drawn to books with colorful illustrations and graphics.

4. Print - Readability of print is an essential factor when you realize that the average student is reading not one textbook but four. This is an especially important aspect as the older college population increases. Print in columns such as are used in newspapers facilitates reading speed.

5. Marginal space - Comprehension is directly related to how much the reader interacts with the material. Wide margins afford space for the student to record his/her reactions.

6. Outlined contents - A table of contents which provides chapter, topics, and sub-topics can be used as a summary and/or review outline.

7. Chapter objectives - Most often students complain they do not know what is important in a chapter. Objectives can provide them with specific goals. Evaluate these closely for appropriateness and clarity.

8. Introduction - The chapter introduction should be brief, arouse interest and set the scope of the topic.

9. Headings and Sub-headings - The most effective headings pose questions. This helps the student to formulate a purpose for reading. The difference in a heading and a sub-heading should be clearly delineated by type and color of print. They should also be appropriate for the topic and concepts of the section.

10. Marginal notations - Some innovative texts provide questions or summaries in the margin. These provide a comprehension guide to the reader.

11. Graphic material - While graphic material stimulates interest, it can also confuse the student. Graphics should be explained not only in the text but also by a caption. They should be logically sequenced and of an appropriate difficulty.

12. Bold/italic print - Terminology should be set apart from the text. It is most effective when it is emphasized contextually with bold cr italic print.

13. Chapter summaries - Summaries should be concise, covering all objectives or main points. Those which enumerate each point are the most effective.

14. Factual questions - Questions reinforcing the basic concepts are important for initial comprehension and review. They should be written simply and readily answered from the text.

15. Discussion questions - Such questions are valuable in courses where discussion exercises and essay exams are primary tools for learning. The questions should be understandable and reasonably within the students' capacity to complete them.

16. Selected answers - Answers are vital to the learning process in most areas of mathematics and the physical sciences. Answers are most useful when accompanied by explanations of the solution process.

17. Bibliography - References are useful to students in researching papers and pursuing areas of personal interest.

18. Glossary - A glossary provides the student with a more concise definition than is offered by its context. The glossary should provide full definitions of major terminology in understandable language. Very often the glossary merely repeats the complex wording of the text.

19. Study guide - Many texts are now offering accompanying study guides. Most often these provide a list of terms and exercises by chapter. The best ones provide a variety of exercises: multiple choice, T/F, matching. The poorest ones are fill-in-the-blank, programmed texts.

On the following page a Tally Sheet that may be used in conjunction with these guidelines is included.

College Code: B

COURSE ____________________
TITLE ____________________
AUTHOR ____________________
PT. TOTAL ____________________

Textbook Readability Tally Sheet

PHYSICAL FACTORS	Least Satisfactory				Most Satisfactory	
	0	1	2	3	4	5
1. Relative size						
2. General format						
3. Aesthetic aspects						
4. Type of print						
5. Space for marginal notes						

STUDY FEATURES	0	1	2	3	4	5
6. Outlined table of contents						
7. Chapter objectives						
8. Chapter introduction						
9. Marginal notes or questions						
10. System of headings and sub-headings						
11. Appropriate graphic material						
12. Bold/italic print of terminology						
13. Chapter summary						
14. Factual study questions						
15. Discussion questions						
16. Selected answers						
17. Bibliography						
18. Glossary of terms						
19. Optional study guide						

GRL FACTORS	0	1	2	3	4	5
20. Flesch Reading Ease Score						
21. Difficulty pattern						
22. Cloze sample						

	x1	x2	x3	x4	x5
SUBTOTALS					

COMMENTS: ____________________

TEXTBOOK SELECTION CHECKLIST FOR INSTRUCTOR USE

An effective textbook should be an instructional aid for faculty and a learning aid for students.

1. CONTENT

_____A. Copyright within the last two years
_____B. Suitable for achieving course objectives
    _____1. Student acquires knowledge in a broad and comprehensive category
    _____2. Student acquires specific knowledge on a particular topic
    _____3. Student acquires problem-solving skills in a subject area
_____C. Additional sources of information will be required for meeting course objectives

II. FUNCTION OF THE TEXTBOOK

_____A. Primary knowledge source
_____B. Supplementary knowledge source
_____C. Major reference
_____D. Minor reference
_____E. Activity source
_____F. Other ______________________________

III. FORMAT OF THE TEXTBOOK

A. Readability
    1. Formula used ______________________________
       Level(s) of text ______________________________
    2. Cloze test
       Independent ______________________________
       Instruction ______________________________
       Frustration ______________________________
B. Parts of the book
    _____1. Preface (purpose of text)
    _____2. Table of contents (shows a logical arrangement of topics)
    _____3. Index
    _____4. Glossary (provides clear definitions)
    _____5. Bibliography
C. Parts of the chapter
    1. Vocabulary
        _____a. listed (at the beginning or at the end of the chapter)
        _____b. highlighted in text (italicized or boldface type)
        _____c. defined in context (direct definition, synonym or example)
    2. Visual aids
        _____a. sufficient number provided
        _____b. on the same page as textual reference
        _____c. complex relationships illustrated
    3. Introduction
        _____a. preview
        _____b. objectives
        _____c. outline
        _____d. other ______________________________

4. Headings and sub-headings used to indicate the chapters organization
5. Conclusion of chapter
    - _____a. application exercises
    - _____b. summary provided
    - _____c. review questions
    - _____d. other

D. Additional aids
    - _____a. instructor's manual
    - _____b. student's study guide
    - _____c. transparencies
    - _____d. other ______________________________

E. Additional Sources of Evaluation
    - _____A. Students
    - _____B. Comparison with other texts

College Code: K

TEXTBOOK EVALUATION RATING SCALE

Author_______________________________ Title_______________________________________

Publisher_______________________________

Rate the text you are using or considering for adoption on each of the characteristics in the three areas listed below. Score one (1) for each characteristic unless indicated otherwise. Circle the appropriate score, total each section, then total the section for the Text Rating.

	I. THE TEXT ITSELF	if yes, SCORE
1.)	has a table of contents	1
2.)	has a glossary	1
3.)	has an index	1
4.)	begins chapters with an overview/introduction	1
5.)	lists chapter objectives for students	1
6.)	divides chapters with headings and sub-headings	1
7.)	uses bold type/italics/colored ink for important terms	1
8.)	uses illustrations	1
9.)	uses illustrations that are titled/captioned	1
10.)	places illustrations near their explanation so pages do not have to be flipped back and forth	1
11.)	ends chapters with summary/study questions	1
12.)	structures paragraphs straightforwardly/simply/clearly	1
13.)	uses sentences that are not too long	1
14.)	uses sentences that are not too complex	1
15.)	uses sentences whose structure is not repetitious	1
16.)	treats specialized vocabulary carefully and thoroughly	1
17.)	the text and each chapter begins with the easy/known and moves to the difficult/unknown	1
18.)	allows individualization of instruction	1
19.)	shows the author's/publisher's awareness of new insights into learning printed discourse	3
20.)	shows the author's/publisher's awareness of the latest theory and research about teaching the subject	3
21.)	shows no sex/race/age bias	1
22.)	has a generally appealing appearance	1
23.)	costs about as much as or less than competitors	1
24.)	has a CLOZE readability of "independent" or "instructional" (c.f. video module on the CLOZE procedure)*	20

I. TOTAL: TEXT ITSELF /47

College Code: K

II. THE STUDENT

	if yes, SCORE
25.) will sense the author's/publisher's concern for his/her learning	4
26.) will show a willingness to read the text	4
27.) will value the text and its reading	4
28.) will be confident in his/her ability to read the text	4
29.) has enough present knowledge of the subject to connect to text	4
30.) will be able to read the text for a variety of purposes (e.g. study, reference, voluntary)	4

II. TOTAL: THE STUDENTS /24

III. THE INSTRUCTOR

	if yes, SCORE
31.) knows there are valuable teaching aids available from the publisher (e.g. transparencies, filmstrips, workbooks, etc.)	2
32.) knows that the publisher has a good service record	2
33.) is aware of the results of the publisher's field-testing with prospective consumers	2
34.) has read good reviews of the text in professional journals	2
35.) believes that administrators/department chairs will think highly of the text	2
36.) believes that colleagues will think highly of the text	2

III. TOTAL: THE INSTRUCTOR /12

THE TEXT RATING: /83

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*College K developed a series of inservice modules and accompanying video tapes. Selected portions of these modules are included in subsequent sections of this manual.

College Code: D

Adapted from: Journal of Reading, November 1980

Irwin and Davis, "Assessing Readability:
The Checklist Approach."

READABILITY CHECKLIST FOR USE WITH INSTRUCTORS

This checklist is designed to help you evaluate the readability of your classroom texts. It can best be used if you rate your text while you are thinking of a specific class. Be sure to compare the textbook to a fictional ideal rather than to another text. Your goal is to find out what aspects of the text are or are not less than ideal. Finally, consider supplementary workbooks as part of the textbook and rate them together.

Rate the questions below using the following rating system:
5 - Excellent
4 - Good
3 - Adequate
2 - Poor
1 - Unacceptable
NA - Not applicable

Further comments may be written in the space provided.

Textbook title: ______________________________
Publisher: ______________________________
Copyright date: ______________________________

Understandability

A. ___Does the text introduce abstract concepts by accompanying them with many concrete examples?

B. ___Does the text introduce new concepts one at a time with a sufficient number of examples for each one?

C. ___Are definitions understandable and at a lower level of abstraction than the concept being defined?

D. ___Is the level of sentence complexity appropriate for the students?

E. ___Are the main ideas of paragraphs, chapters, and subsections clearly stated?

F. ___Does the text avoid irrelevant details?

G. ___Does the text explicitly state important complex relationships (e.g., causality, conditionality, etc.) rather than always expecting the reader to infer them from the context?

H. ___Does the teacher's manual provide lists of accessible resources containing alternative readings for the very poor or very advanced readers?

Learnability

Organization

A. ___Is an introduction provided for in each chapter?

B. ___Is there a clear and simple organizational pattern relating the chapters to each other?

C. ___Does each chapter have a clear, explicit, and simple organizational structure?

D. ___Does the text include resources such as an index, glossary, and table of contents?

E. ___Do questions and activities draw attention to the organizational pattern of the material (e.g., chronological, cause and effect, spatial, topical, etc.)?

F. ___Do consumable materials interrelate well with the textbook?

Reinforcement

A. ___Does the text provide opportunities for students to practice using new concepts?

B. ___Are there summaries at appropriate intervals in the text?

C. ___Does the text provide adequate aids such as maps, graphs, illustrations, etc. to reinforce concepts?

D. ___Are there adequate suggestions for usable supplementary activities?

E. ___Do these activities provide for a broad range of ability levels?

F. ___Are there literal recall questions provided for the students' self review?

G. ___Do some of the questions encourage the students to draw inferences?

H. ___Are there discussion questions which encourage creative thinking?

I. ___Are questions clearly worded?

Motivation

A. ___Does the teacher's manual provide introductory activities that will capture students' interest?

B. ___Are chapter titles and subheadings concrete, meaningful, or interesting?

C. ___Is the writing style of the text appealing to the students?

D. ___Are the activities motivating? Will they make the student want to pursue the topic further?

E. ___Does the book clearly show how the knowledge being learned might be used by the learner in the future?

F. ___Are the cover, format, print size, and pictures appealing to the students?

G. ___Does the text provide positive and motivating models for both sexes as well as for other racial, ethnic, and socioeconomic groups?

Readability analysis

Weaknesses

1) On which items was the book rated the lowest?

2) Did these items tend to fall in certain categories?

3) Summarize the weaknesses of this text.

4) What can you do in class to compensate for the weaknesses of this text?

Assets

1) On which items was the book rated the highest?

2) Did these items fall in certain categories?

3) Summarize the assets of this text.

4) What can you do in class to take advantage of the assets of this text?

College Code: D

STUDENT TEXTBOOK USE AND ATTITUDE SURVEY (PRE) & (POST)

Directions: For each question below, please circle the number of the answer that most nearly describes your own educational experiences.

	Not at ALL	Rarely	Sometimes	Most of the Time
1. Do you feel a textbook is essential to your understanding of the course material?	1	2	3	4
2. Do you use the textbook when studying for a test?	1	2	3	4
3. Do you underline or outline when you read a textbook chapter for homework?	1	2	3	4
4. Do you use different methods for reading a chapter and studying a chapter?	1	2	3	4
5. Do you ever read a chapter more than once?	1	2	3	4
6. Do you ever refer to				
a glossary?	1	2	3	4
an appendix?	1	2	3	4
7. Do you ever look at lecture notes before you need to review them for a test?	1	2	3	4
8. Do you ever look at end-of-chapter questions in a textbook when they are not assigned for homework?	1	2	3	4
9. Do you find chapter summaries helpful?	1	2	3	4
10. Do you employ a specific method or system for reading textbook chapters?	1	2	3	4

PART C

Cloze Procedures

Cloze Procedures

The Cloze technique may be used for two major purposes: as a readability estimate and, when modified, as a teaching technique. Cloze takes into account the constraints of the language system, the reading matter, the ability of the reader and the background information of the reader. As a diagnostic technique, it is used to estimate how well the student can function in terms of the text or other written material. As a teaching technique, it can be employed to improve vocabulary, improve comprehension, and improve creative responses to learning problems.

The following section includes the following materials:

General Overview of Cloze Procedure

An Inservice Module - Use of Cloze for Evaluating Student Reading Levels

Cloze Samples: For Use with Students (#1 and #2)

GENERAL OVERVIEW OF CLOZE PROCEDURES

College Code: H

CLOZE PROCEDURE Testing people on literature which they will be expected to read. CAN THE STUDENT READ THIS TYPE OF MATERIAL? → is all the cloze procedure will tell you.

Levels you can deal with:

1. independent
2. instructional - middle - some intervention necessary
3. frustration

RULES

1. The student should not have seen or read the literature before. (Examination copies of textbooks are a good source of material.)
2. Do not select a passage with captions, headings, figures, etc.
3. The literature should be able to accommodate 50 blanks. (275 words)
4. Delete one word out of every 5 to 10 words. If you decide on every fifth or sixth or tenth word, do not vary from this count.
5. Leave the first and last sentences intact.
6. Use the same blank/line space. (8 typed spaces is recommended)

ADMINISTRATION

1. Show students "how" to take the test.
2. Downplay frustration.
3. Read the passage through.
4. When ready, begin:
    a.) students will know answer and write it, or
    b.) guess if they must - do not leave blanks.
5. There will be a direct relationship between the tester (writer) and the reader (student).
6. Use a text which will peak curiousity - a gaming atmosphere.
7. Word must be exact and not a synonym.
8. Give students the kind of information about taking this test that will be useful to them.

9. NO TIME LIMIT
10. This type of testing is tiring for students.

SCORING

1. Count number of EXACT replacements including the writer's errors.
2. You may accept "original" spelling as correct.
3. Levels

60% and ↑	independent level
40% - 59.99%	instructional level
Below and ≠ 40%	frustration level

4. This type of test should be used as an indicator. If the students are unable to do a cloze test, there is no measurable correspondence between the writer (of the text) and the student. This is the purpose of a cloze test.

Note: The distinction between a "fill-in" and a "cloze" is that when used as a teaching technique, it is a fill-in, and when used as a test or indicator, it is a cloze procedure.

AN INSERVICE MODULE: USE OF CLOZE PROCEDURE FOR EVALUATING STUDENT READING LEVELS

A simple method of determining whether the students in a class can read the textual material is the Cloze Procedure.

The term Cloze refers to a reading passage in which words are systematically deleted. The student is then instructed to replace the deleted words.

DIRECTIONS

1. Select from the text a passage of approximately 250-300 words.

2. Leave intact the first and last sentence of the passage.

3. Counting from the first or second word in the second sentence, circle every fifth word. Ignore punctuation.
   NOTE: Do not be concerned if a number of circled words are short words (e.g., A, the, in, on)

4. Duplicate the passage for class use deleting the circled words. Be sure that all deleted words are indicated by blanks of equal length which are numbered consecutively.

5. Administer the test by reading the directions orally to the students as they read them silently.

6. Students take the tests.

7. Collect and mark the tests or have the students mark their own.
   NOTE: Accept ONLY the deleted word, NOT a synonym.

SCORING: 70% or greater indicate that the student reads the material at the independent level.

40-69.9% or better indicates that the sutdent reads the material at the instructional level and may need some assistance.

0-39% - The student will be frustrated by the readability level of the literature. It is not likely that the student will be able to read it.

Pre and Post Tests for use with Faculty/Staff

Directions: Indicate on the answer sheet TRUE or FALSE

PRE-TEST

1. The Cloze procedure can be used to evaluate the readability of a textbook.
2. Vocational textbooks are written at a level for college freshmen.
3. The Cloze procedure when determining readability must be done as directed.
4. The Cloze procedure may be adapted as an instructional or remedial method.
5. The rules for using the "Cloze Procedure" are relaxed when using as an instructional tool.

POST-TEST

1. The scoring from a "Cloze Procedure" will indicate whether the student can read the textual material.
2. The term "Cloze" refers to a reading passage in which words are systematically deleted.
3. Directions when using Cloze as a method to determine textbook readability may be relaxed.
4. The Cloze procedure is useful, when modified for instructional or remedial work.
5. Vocational textbooks may be "Clozed" and are useful to the occupational educator.

CLOZE SAMPLES: FOR USE WITH STUDENTS (#1)

Directions to the student:

1. This selection has a number of words left out, however, the first and last sentences are complete.
2. First read the whole selection, then go back and reread it.
3. Complete your answer sheet by writing next to the number in each blank the word you think makes sense in the sentence.
4. The length of the line has nothing to do with length of the word.
5. You may take as much time as you need to finish this exercise.

HOMEOSTASIS

The concept of homeostasis is a central theme of human physiology. For this reason, homeostasis 1 ________ also a central theme 2 ________ this text. Homeostasis is 3 ________ condition in which the 4 ________ internal environment remains relatively 5 ________ (homeo=same; stasis=standing 6 ________). For the body's cells 7 ________ survive, the composition of 8 ________ surrounding fluids must be 9 ________ precisely at all times. 10 ________ fluid outside the body 11 ________ is called extracellular fluid 12 ________ is found in two 13 ________ places. The fluid filling 14 ________ microscopic spaces between the 15 ________ of tissues is called 16 ________ fluid, interstitial fluid (inter+17 ________, or tissue fluid. The 18 ________ fluid in blood vessels 19 ________ termed plasma (Figure 1-10). Fluid 20 ________ cells is called intracellular 21 ________. Among the substances in 22 ________ fluid are gases, nutrients, 23 ________ electrically charged chemical particles 24 ________ ions-all needed for 25 ________ maintenance of life. Extracellular 26 ________ circulates through the blood 27 ________ lymph vessels and from 28 ________ moves into the spaces 29 ________ the tissue cells. Thus 30 ________ is in constant motion 31 ________ the body. Essentially, all 32 ________ cells are surrounded by 33 ________ same fluid environment. For 34 ________ reason, extracellular fluid is 35 ________ called the body's internal 36 ________.

An organism is said 37 ________ be in homeostasis when 38 ________ internal environment (1) contains exactly 39 ________ optimum concentrations of gases, 40 ________, ions, and water, (2) has 41 ________ optimal temperature, and (3) has 42 ________ optimal pressure for the 43 ________ of the cells. When 44 ________ is disturbed, ill health 45 ________. If the body fluids are not eventually brought back into balance, death may occur.

CLOZE SAMPLES: FOR USE WITH STUDENTS (#2)

Directions

This is an exercise to help the teacher and/or faculty determine the ease or difficulty of readability of your assignments.

The technique to which you are being introduced is called the CLOZE PROCEDURE. It is designed to determine READABILITY. There are NO TIME CONSTRAINTS OR GRADING CONSTRAINTS, that is, this is a NON GRADED EXERCISE. However, SCORES can be calculated to give a class or individual profile.

This passage has been selected as a topic familiar to all of us on a daily basis -

PROBLEM SOLVING

READ THE PASSAGE COMPLETELY

REREAD THE PASSAGE COMPLETELY

READ THE PASSAGE A THIRD TIME FILLING IN THE BLANKS THAT YOU KNOW THE WORD FOR WITHOUT GUESSING. IF YOU DO NOT KNOW THE WORD MOVE ON TO THE NEXT BLANK.

NEXT GO BACK AND REREADING THE PASSAGE TRY TO FILL IN THE BLANK BY GUESSING WHAT THE WORD WOULD PROBABLY BE.

Turn to next page.

STUDENT'S NAME____________________

DATE____________________

ANSWER SHEET

DIRECTIONS: This passage has a number of words deleted; however, the FIRST and LAST sentences are complete.

1. READ THE PASSAGE THROUGH COMPLETELY.
2. REREAD THE PASSAGE THROUGH COMPLETELY.
3. READ THE PASSAGE A THIRD TIME FILLING IN THE BLANKS THAT YOU KNOW THE WORD FOR WITHOUT GUESSING.
4. GO BACK, REREAD THE PASSAGE, TRY TO FILL IN THE BLANK(S) BY GUESSING WHAT THE WORD WOULD PROBABLY BE.

"Problem solving is used in everyday life, often without conscious awareness, to make decisions about courses of action. When to eat, when 1. __________ go to sleep, and 2. __________ to wear all involve 3. __________ solving. For example, when 4. __________ person wants to cross 5. __________street at a busy 6. __________, he or she uses 7. __________ the steps of problem 8. __________ rapidly and without actual 9. __________ of having used them. 10. __________, one realizes that one 11. __________ to cross the street. 12. __________ one notices such things 13. __________ the pattern of traffic 14. __________ the absence or presence 15. __________ a traffic light, the 16. __________ of pedestrians across the 17. __________, the weather conditions, and 18. __________ recalls one's previous street - 19. __________ experience. One then realizes 20. __________ street is heavily trafficked 21. __________ potentially dangerous.

With that 22. __________ the person can look 23. __________ specifically at the situation: 24. __________, that it is rush 25. __________; the traffic is slow 26. __________; many people are attempting 27. __________ cross at the same 28. __________; the weather is clear; 29. __________ is twilight; the person 30. __________ tired after a day 31. __________ classes; there is a 32. _________ light which changes every 33. _________ minutes; and the street 34. _________ four lanes wide with 35. _________ divider in between. The 36. _________ decides to wait until 37. _________ light turns green before 38. _________ across. When the light 39. _________, the person crosses, thus 40. _________ out the plan. Arriving 41. _________ at the other side 42. _________ the street, the person 43. _________ that he or she 44. _________ successfully handled the situation.

PART D

Reading Study Strategies

READING-RELATED STUDY TECHNIQUES

Incorporating reading-related study techniques into career content will help students interact more effectively with the printed page. The areas of concern in teaching students to read technical material include the following:

1. Prior Knowledge--Do students have the prerequisite knowledge/concept background to understand the new material? Don't assume prior knowlege or concept familiarity. Determine it through discussion, questioning, probing student responses.

2. Overview--Is the assignment clear to students? Do they know in advance what they should be looking for as they study new material? Are the expected outcomes clear--that is, what should the students be able to do as a result of the reading assignment? What new knowledge should they have gained?

3. Vocabulary/Terminology--A most crucial aspect in understanding technical writing!

   Terms must be defined or demonstrated in some way:
      A. formal definitions and descriptions
      B. examples or models
      C. listing of attributes or characteristics
      D. comparisons with similar or contrasting terms
      E. context clues

   Types of vocabulary terms to be developed include:
      A. common words with specialized meanings
      B. precise meaning of single words or phrases related to the content being studied
      C. specialized technical vocabulary unique to the field
      D. abstract or undefined terms

4. Visual Aids--Blueprints, graphs, charts, diagrams, patterns, and specifications are all written for specific purposes which need to be clarified. Students frequently need assistance, at least initially, in understanding the structure and interpreting the information presented on visuals.

5. Patterns of Writing--Within a given content area there are a number of patterns which an author may use, depending upon the purpose and the information to be presented. Most of these patterns have an identifiable structure, frequently with specific key words used within the pattern.

6. General Study Techniques--One common problem in reading technical material is that the student has no organized approach to acquiring and remembering the data provided. Study techniques such as SQ3R go a long way toward helping a student comprehend, recall and apply new knowledge.

College Code: M

PRE-READING INSTRUCTION - CONTENT ANALYSIS

The instructor should answer the following (if applicable) and use the answers to introduce a reading assignment:

Concepts:

1. What are the important concepts?
2. If a concept is a process, is there a chart or diagram which prevents the process visually? If so, should the focus of the initial discussions be on the chart or diagram?

Vocabulary:

3. What technical vocabulary words are used to describe the concepts?
4. What are the relationships between and among these words? That is, do the meanings of some words have to be known first before they become essential components in the definitions of other terms? What would be the best way to teach these words?

Organization:

5. How is the information presented? What is the predominant organizational pattern? (cause/effect, comparison/contrast, sequence)
6. If a number of steps are involved, must the student remember them in a particular order?

Student Readiness:

7. How much and what kind of background does the student need to have in order to understand this information?
8. Will students need to draw conclusions?

Purpose of Assignment:

9. How will students be expected to demonstrate their knowledge?

TEXTBOOK PREVIEW

Accounting Principles 1

1. What edition is the book?

2. What is the most recent copyright date?

3. How many parts is the part divided into?

4. How many chapters are contained in the book?

5. After studying Chapter 2, what are the five things that you should be able to do?
    a.
    b.
    c.
    d.
    e.

6. At the end of each chapter there are five separate sections relating to the chapter. List these five sections.
    a.
    b.
    c.
    d.
    e.

7. Which of these sections from Question 6 have accompanying working papers?

8. Define debenture bond and state what page of the textbook you found this definition on.

9. Explain what AICPA stands for and state its purpose in financial accounting?

10. Turn to page 50 and look at illustration 2-4. What does this illustration represent?

11. Locate the Glossary at the end of Chapter 2. From this Glossary define the item illustrated on page 50.

12. Turn to page 8 and state the main idea or the topic discussed on this page.

13. Turn to page 26 and read problem 1-3. What are the three things you must do to satisfy the requirements of this problem?

USE OF VOCABULARY SKILLS IN TEACHING CAREER CONTENT

Central to Occupational Education is its specialized, technical vocabulary. Complete and rapid comprehension of this vocabulary is imperative for the student. Because it is essential for students to understand the technical terms in their field, most authors have taken care to provide definitions and other comprehension aids. The simplest of these is the use of italics or boldfaced type to highlight important terms. Four other aids are discussed below: formal definitions, synonyms, illustrations, and glossaries. In addition, suggestions are made for teaching students how to make educated guesses when one of the other comprehension aids is not provided.

Formal Definitions

Often, an author will define an important technical term in the sentence that introduces it.

Example: a) A budget is a formal written statement of management's plans for the future, expressed in financial terms. A budget charts the course of future action. Thus, it serves management in the same manner that the architect's blueprints assist the builder and the navigator's flight plan aids the pilot. A budget, like a blueprint and a flight plan, should contain sound, attainable objectives.

Term	Definition
Budget	Formal written statement of managements' plans for the future, expressed in financial terms.

b) The term aware describes the decision to the arbitrator.

Term	Definition
Award	The decision of the arbitrator

Clue words warn the reader that a definition is included in the sentence. These include "is," "means," "is referred to," "is called," and "is defined as."

Synonyms

As an alternative to a formal definition, a text may clarify a technical term by the use of synonyms. The synonym may be enclosed in commas or parentheses directly following the term, or separated by dashes (---).

Illustrations

One of the most frequent types of definition in occupational literature is an illustration. Unfortunately, students often skip over the illustrations when they are reading. The first task of an instructor is to impress on students the need to immediately study the designated figure whenever it is mentioned within the content. Forcing students to physically note this information is a useful first step in teaching them to use diagrams as comprehension aids.

While illustrations are used to supply definitions, they are more frequently used to explain procedures. It is of central importance that students make use of these explanations. Step one in the effective utilization of illustrations is to study the title, caption, and introductory sentences that state the purpose of the example and then analyze the illustration in light of this purpose.

Glossaries

Many current occupational textbooks include glossaries at the end of the chapter or book. The instructor's task is to make sure students use this aid. In the initial weeks of a course students can be required to read the glossary the night before beginning a new chapter. Initially, as they read the chapter and encounter a new word defined in the glossary, they can note it on a separate piece of paper. While the notation is not important in itself, the requirement of writing it will force them to actively use the glossary. This requirement and the assigned previewing can be relaxed later in the term.

Educated Guessing

Sometimes an author makes the meaning of a word clear, but doesn't actually define it. More frequently, a term is defined once early in the book, but will be used later without definition. Students may not remember the initial definition. Encourage them to skip a word they don't know, read the surrounding sentences and then make an educated guess as to its meaning. Students reading the following excerpt might not understand the word "caustic." However, an educated guess could be made with the aid of the underlined phrases--caustic chemicals are dangerous and harmful.

> All chemicals in use should be labeled and instruction for their use should be carefully read and understood before handling. Chemicals can be very caustic and result in damage to the tissues. They would NOT be used on an open wound.

Turn to next page.

Vocabulary (continued)

SAMPLE: TEXTBOOK APPLICATION

Select an introductory chapter from the vocational text you teach. Look for the vocabulary comprehension aids introduced above.

Formal Definitions

Page Number	Term	Clue Word	Definition

Synonyms---or---Illustrations

Page Number	Term	Definition

College Code: J

SAMPLE: VOCABULARY EXERCISES

Formal Definitions

The following statements have been taken from a variety of textbooks.

Examples and Exercises:

1. First of all, the source must *encode* the message. That is, the information the source wishes to convey must be put into a form that can be sent to the receiver.

Term	Definition
____________________	____________________

2. To *solve a triangle* means that, when we are given three parts of a triangle (at least one a side), we are to find the other three parts.

Term	Definition
____________________	____________________

3. *Insanity* is not a psychiatric or psychological term but a legal concept. It is applied to any mental condition that renders the individual incapable of knowing right from wrong and therefore of being legally responsible for actions committed.

Term	Definition
____________________	____________________

Synonyms

The following statements have been taken from a variety of textbooks.

Examples and Exercises:

1. Metabolism is controlled by the cell's genetic material, *deoxyribonucleic acid,* (DNA).

Term	Definition
____________________	____________________

2. A system of relaxation called *autogenic training* has been used extensively in Europe, Japan, and the U.S.S.R. as a therapy for psychosomatic disorders.

Term	Definition
____________________	____________________

GUIDELINES FOR TEACHING PARAGRAPH COMPREHENSION

The paragraph can be defined as a group of related sentences about a single subject. A paragraph has three major components:

1. The subject (also called "topic")
   (The one thing the paragraph is about)
2. The main idea (what the author wants to communicate
   about the subject)
3. The supportive information (also called "details")
   (explanation, proof, reasons, or
   examples that support the paragraph's
   main idea)

Of these, the main idea is the most crucial, for the key points of a chapter or article are the main ideas from component paragraphs.

How to Identify the Subject of a Paragraph

To find the subject of a paragraph, ask yourself this question: What is the one thing the author is discussing throughout the paragraph? Usually, the subject of a paragraph can be expressed in two or three words (sometimes, however, more words are involved). For example:

> When partially and fully processed products were introduced into the food service industry ten to fifteen years ago, changes should have been made in purchasing, accounting, and control systems. The old rules and techniques applied by most operators, purchasing agents, and chefs were no longer valid.

Subject____

Main-idea sentence (underline twice)

Where located in paragraph?____________________

Or is the main idea to be inferred? If so, what is it?

____

Key supporting details (underline once)

(Are they explanation, proof, reasons, or examples?)

____

How to Find the Main Idea

The main idea of a paragraph tells you what the author wants you to know about the subject. The main idea is usually directly stated by the writer in one or more sentences within the paragraph. In some paragraphs, the main idea is not directly stated in any one sentence. Instead it is left to the reader to infer, or reason out.

Although the sentence that expresses the main idea of a paragraph can be located anywhere in the paragraph, there are several positions where it is most likely to be found.

The most common placement of the main idea sentence is first in the paragraph. In this type of paragraph, the author states the main idea at the beginning of the paragraph and then elaborates it. The second most common position of the main idea sentence is last in the paragraph. In this type of paragraph, the author leads or builds up to the main idea and then states it in a sentence at the very end.

Another common placement of the main idea sentence is in the middle of the paragraph and, in this case, the author builds up to the main idea, states it in the middle of the paragraph, and then goes on with further elaboration and detail. Sometimes an author uses two sentences to state the main idea or states the main idea twice in one paragraph. Usually, in this type of paragraph, the writer states the main idea at the beginning of the paragraph, then explains or supports the idea, and finally restates the main idea at the very end.

When it is difficult to identify the main idea of a paragraph, the following guidelines may help in its location:

1. If the paragraph includes the definition of a term, that term might be part of the subject. The definition might be part of the main idea.

2. If there are examples, these may be illustrating all or part of the main idea.

3. If a key word or phrase is repeated, it might be part of the subject or main idea.

SAMPLE: TEXTBOOK APPLICATION

1. One way of implementing the strategies is to utilize the following exercises:

   a) Pick _____ paragraphs from your _____ week's assignment. Identify the subject in each.

Page #	Column #	Paragraph #	Subject

   b) Pick a text selection that corresponds to the diagrams from the _____ week's assignment. Note the page number of the subject and diagram, as well as the title of the diagram.

Text page #	Diagram page #	Title of diagram

2. Another alternative approach is including them in periodic quizzes that may be given on textbook reading. Questions on subject, main idea, key supporting details and illustrative materials could be woven into content related questions.

USE OF GUIDE QUESTIONS IN READING CONTENT

One way to help your students help themselves become more skilled readers is through guide questions. It should be made clear to the students what each guide question is calling for. In this way, students will be made more aware of what writers are doing. Following are areas on which you could focus. Some involve simple facts; others, more complicated thought.

Author's Methods	Definition
define	To give the distinguishing characteristics of...
list/identify/name or state	to give a series of...
classify	to place things in categories
describe	to give details in visual words
illustrate	to give examples
explain why (cause and effect)	to give reasons for...
explain how	to give details of the process of...
analyze	to examine in detail
compare/contrast	to give similarities or differences
inference	to derive understanding not from a direct statement but from an indirect suggestion in what is stated
induction	to provide specifics first which lead to the generalization (from parts to the whole)
deduction	to provide the generalization first and from it derive specifics (from whole to the parts)

Sample questions based on occupational courses:

	Hotel Tech - sample p. 48, 3rd paragraph
cause and effect	What are the benefits to the employer of a concentrated training effort?
	Criminology - sample p. 160 ff.
list analyze	1. What are three propositions at the heart of psychoanalytic thought?
	2. What are the trio of components that make up the human personality, according to Freud's original views?
	3. Why is it important that you understand Freud's views?
	Accounting - sample p. 576, 2nd full paragraph
definition	In what way does the future figure in importantly in the definition of budget?
	Business Law - sample p. 798
classify illustrate	What are the three classes of bailments? Provide one example for each from your own experience.
	Hotel Tech - Food Cost Control - p. 137
define compare/contrast	1a. What are the three primary problems that the food service supervisor has to face?
	1b. What are two factors that change on a day-to-day basis and what are two that remain unchanged for periods of time?
cause and effect	2. Is it necessary for you to know this in order to understand why a simplified system is needed? Why?

College Code: I

READING STUDY GUIDE FOR STUDENT USE (#1)

SECRETARIAL PROCEDURES AND ADMINISTRATION

I. Read pages 511-536, Chapter 22.

II. Behavioral Objectives

1. List the items on a check that should be examined to be sure the check is valid.
2. Explain each of the following types of endorsements: a) blank; b) restrictive; c) full or special
3. Illustrate each of the above endorsements.
4. Discuss how you can stop payment on a check.
5. Explain the use of the MICR system in banking.
6. Contrast between a certified check and an official check.
7. List the steps in sequence you would follow in reconciling a monthly bank statement with the checkbook.

III. Technical and General Vocabulary

1.	cancelled checks	p. 521
2.	safe-deposit boces	p. 524
3.	bank draft	p. 531
4.	petty cash fund	p. 532
5.	promissory note	p. 533
6.	collateral note	p. 534
7.	time draft	p. 535

IV. Mnemonics and Abbreviations

1. Optical character recognition (OCR) equipment sorts the checks according to issuing banks and account numbers, computes totals, and posts to the depositor's accounts.

p. 515

Mnemonic	Definition
OCR	Optical Character Recognition

2. EFT permits amounts to be transferred from one depositor's account to another bank account for cash withdrawals to be made without the use of the check medium or the services of a bank teller.

   p. 525

   EFT — Electronic Fund Transfer

3. Direct payroll depositing is available in those areas where automated clearinghouse facilities have been established.

   p. 525

   ACH — Automated Clearinghouse

4. Point-of-sale (POS) terminal permits transfer of amounts from a purchaser's bank account to the store's bank account without the use of the check.

   p. 525

   POS — Point-of-Sale

V. Synonyms

1. Banks provide a variety of check forms and check forms and checkbooks. One check with attached stub to the page, three or more checks to the page; pads with interleaved copy sheets or with a form used to record the purpose and other details of the payment (voucher).

   p. 518

2. Itemized listings of goods purchased (invoices) must be checked against the quoted prices and terms or with records or previous prices paid.

   p. 518

3. A bank money order (personal money order or registered check) is similar to that issued by the post office but less expensive.

   p. 531

4. On a noninterest-bearing note, the loan-making agency deducts in advance the "interest" (known as the discount) from the face of the note.

   p. 534

College Code: I

READING STUDY GUIDE FOR STUDENT USE (#2)

CONCRETE DESIGN

The purpose of the reading guide questions and vocabulary lists is to help you remember the main points of concrete beam theory. Many technical terms are used. These terms and a thorough knowledge of them are essential to understanding the derivation of various formulas used in concrete beam design. You must know the basic terms in order to comprehend the various formulas employed. Many references are made to the ACI Building Code. Therefore, the student should be familiar with the basic function of a building code. Since the theory is rather involved and many technical terms are used, it is essential that you become familiar with the appropriate technical vocabulary. In other words, you must know the names of the parts of the game in order to play the game. For example, in order to play baseball, one must know what a batter, pitcher, inning, out, etc. is before one swings a bat.

In order to develop a better understanding of the general and technical vocabulary, it is recommended that you follow a procedure shown below.

Technical Vocabulary Development Activity

Assignment: Read Chapter 2, pages 18 through 25, paragraphs 2-1 through 2-6.

1. Underline what you consider key points and unfamiliar terms.

2. Cue words are employed to have student perform some written task on an exam, reading assignment, report, etc.

Cue Words	Definition
1. Define	to give the main characteristics or main features of...
2. List, name, state	to give a series of...
3. Describe	to give main details in visual terms
4. Illustrate	give examples of...
5. Explain why; Explain how	to give reasons... to give details in process of...

College Code: I

Cue Words	Definition
6. Compare	to give similar details or different details of an operation
7. Analyze	to examine in detail

Assignment:

Para. 2-1
1. Define stress and strain.
2. Define tension zone.
3. Define positive moment.

2-2
1. List four main assumptions made in working stress design.
2. Compare above with theory of ultimate strength design.
3. Define term "strength method," ACI Code 1971.
4. Define term "service loads."

2-3
1. Illustrate term "very small load."
2. Compare very small load with moderate load.
3. Describe what happens to beam due to above.

2-4. Define the following terms:

1. Plane section
2. Ultimate moment
3. Compressive unit strain .003"/"
4. f_y

2-5
1. Define ultimate flexural strength.
2. Define effective depth of beam.
   Draw a sketch of beam.
3. Where is outer fiber of beam located?
4. Illustrate resisting moment of a bending member.
5.
   a) Describe stress distribution in compression for a concrete beam.
   b) What is shape of diagram for above?
   c) What is meant by term "point of failure"?

College Code: D

READING STUDY GUIDE FOR STUDENT USE (#3)

ACCOUNTING PRINCIPLES

1.) What is the main theme of Chapter 4?

2.) There is an example of a worksheet (Illustration 4-2) on page 107 of the textbook. What are the headings of the six main columns of the worksheet?

3.) Define Real Accounts.

4.) Define Temporary Proprietorship Accounts.

5.) List the types of Real Accounts.

6.) List the types of Temporary Proprietorship Accounts.

7.) What are closing entries?

8.) Why are closing entries made?

9.) What is the purpose of the Income Summary Account?

10.) List the steps in the Accounting Cycle incorporating the information from Chapter 4.

11.) What are the five things you should be able to do at the end of Chapter 4?

GENERAL OVERVIEW OF THE SQ3R METHOD OF STUDY

The title for this new higher-level study skill is abbreviated to make it easier to remember and make reference to it. The steps which the student follows and a description of each step follows:

Survey Question Read Recite Review

Survey:

A.) Read the chapter or selection title.

B.) Look at the major headings of the materials to be read.

C.) Study the pictures and illustrations to see how they may relate.

D.) Read the introduction and the summary if there are any.

Question:

A.) What may I expect to learn about _______ in this selection?

B.) Make your own list of questions which may be answered in the selection.

C.) Turn headings and sub-headings into questions.

Read:

Read to answer questions or to learn more about topics surveyed.

Recite:

The student should "talk to himself" about what he has read to see what he has mastered and what he needs to review.

What is the main idea? What facts do I know?
What facts do I need to review?

Review:

The student skims to find answers not yet sufficiently answered so that he may "plug in" this new knowledge to that he has already mastered.

Presented by Joseph Mangano, Consultant to Cobleskill program.
(Two-Year College Development Center, State University of New York at Albany)

SQ3R WORKSHEET
FUNDAMENTAL PRINCIPLES OF ACCOUNTING

Survey: Read the chapter heading and the chapter objectives. Try to get the general idea of the content of the whole chapter. Jot down your expectation(s) as to what the chapter is about:

Question: Read the first question for class discussion at the end of the chapter.

Read: Study the chapter to find the answer to the first question. At this point, try to find the main points made by the author. Do not try to memorize everything. As you find these main points, outline them:

Recite: Quiz yourself on the material you've just outlined. Cover your outline and check the headings in the section read. Ask yourself, "Do I remember what this section was about?" or "Can I answer this question?" If you find that you cannot, you know that you must look back at your outline, or even go back to the book if necessary, in order to restudy the particular part which you did not understand or have forgotten. Step 4 is very important. Giving yourself an immediate quiz on what you have just studied is the best possible way to prevent forgetting.

Question again: Read the second question for class discussion at the end of the chapter.

Read: Study the chapter to find the answer to the second question. Outline the main points in the answer to this question:

Recite: Quiz yourself on the material you've just outlined.

------CONTINUE THE "QUESTION, READ, RECITE" SYSTEM------

Review: At the end of the chapter, and always before a quiz or exam, go back to your questions and outline and quiz yourself. Reread those parts which you have forgotten. If you have faithfully followed steps 1,2,3, and 4, you will find that you do not have too much to restudy.

College Code: C

SQ3R: AN OUTLINE FOR INSTRUCTIONAL USE

Topic: SQ3R

Major Headings	Minor Headings	Identification
What is SQ3R?		- Studying/note-taking procedure for getting information out of a chapter. - It encourages reading before chapter is discussed in class.
What does SQ3R stand for?		
	S - Survey	Skimming chapter summary, headings, and illustrations to answer general questions about the chapter.
	Q - Question	Changing chapter headings to questions
	R - Read	Read the chapter to find answers to questions
	R - Write	Write answers to questions
	R - Recite or review	Studying folded sheets--rewriting answers

Major Headings	Minor Headings	Identification
Two Methods		
	1) Question & Answer (Sample 1, page 81	- Answering specific questions about information in chapter - Questions on one half of paper--blank on the other hald for answers - Students read for answers to questions - Use folded sheets for studying purposes - Teacher can prepare questions for first time or use questions provided for review at end of chapter - After students have been shown how question method works, have them prepare their own set of questions in the format described - Poorer students prefer this method of SQ3R probably because of poorer organization techniques.
	2) Ladder (Sample 2, page 82	- Study sheet is divided into four columns: 1) Topic 2) Major Headings 3) Minor Headings 4) Identification - This sheet is organized in the ladder method of note taking - Teacher can show students how it works the first time by giving them the sheet with headings filled in. Student fills in Topic and Identification - Studying is done by folding sheets and writing - This method is preferred by better students because the entire chapter is organized at a glance.

College Code: C

SAMPLE 1: QUESTION AND ANSWER METHOD

Programming Languages--Coding and Testing Programs

Questions	Answers
1. What are the five steps in the program development cycle?	
2. What are the seven major programming languages in use today?	
3. What is an object program?	
4. What is the basic procedure for testing a program?	

College Code: C

SAMPLE 2: LADDER METHOD

Expediting Meetings--Secretarial Procedures

Topic	Major	Minor	Identification
Committee Meetings or Informal Office Conferences	Procedure for arranging		
	During the meeting		
Formal Meetings	Procedure for arranging		
	Reserving the meeting room		
	Notices of the meeting	Making calendar notations	
		Preparing a mailing list	
		Composing the notice	
		Typing and sending the notice	
		Handling the follow-up work	
	Preparing the order of business		
	Last minute duties		

College Code: K

AN INSERVICE MODULE: HELPING STUDENTS READ TEXTS

PRE-TEST AND POST-TEST

(for use with faculty/staff)

INDICATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).

PRE-TEST

1. Before a student reads the text he/she should survey the whole reading assignment.

   T F

2. While reading a text, the student should ask himself/herself questions.

   T F

3. While reading the text, students should mark off as many important ideas as possible.

   T F

4. Students should not stop to review while reading; rather, they should read through the whole assignment without pausing.

   T F

5. When finished reading, the student should write a detailed summary of the assignment.

   T F

POST-TEST

1. A student should not survey the whole assignment before beginning to read.

   T F

2. At each headed section the student should pause and ask himself/herself a question about the material to be read.

   T F

3. Students should mark off only the essential idea carrying words.

   T F

4. Students should pause to recite the key ideas when they finish reading each section.

   T F

5. When the assignment is finished, the student should review it by re-reading his/her markings.

   T F

"Helping Students Read Texts" (continued)...

SQRM2R - THE SIX STEPS IN READING AN ASSIGNMENT

1.	(S)	survey -	read: 1. introduction or list of objectives/terms 2. headings (possibly diagrams, tables, etc.) 3. summary or questions at end
2.	(Q)	question -	As you begin each section, turn the heading into a question OR ask yourself questions like: "What is the main point in this section?" or "What questions might the instructor ask about this section?"
3.	(R)	read -	Read each headed section with the question you just asked in mind.
4.	(M)	mark -	Mark off the central ideas and explanation of them using the "while reading/while studying" marking system.
5.	(R)	recite -	Glancing at the cue circles you just put in the text, recite in your own words the main ideas and explanations.
6.	(R)	review -	When chapter is finished, survey it again this time reading your markings.

"Helping Students Read Texts" (continued)...

MARKING TEXTBOOKS (AND NOTEBOOKS)

WHILE READING:	(IN MARGIN)
///	CENTRAL IDEAS
//	PARTS OF CENTRAL IDEAS
/	EXPLANATION/DESCRIPTION OF PARTS OF CENTRAL IDEAS
②	TO GIVE ORDER (WHEN NECESSARY)
WHILE STUDYING:	(IN BODY)
═══	KEY WORD (S)
───	ESSENTIAL EXPLANATION/DESCRIPTION
①	TO GIVE ORDER (WHEN NECESSARY)
⬭	CUE WORD (S)

Next page for sample.

The whole person

A human being is made up of interrelated components—physical, mental, emotional, and spiritual—and must be viewed as a whole person (Amis, 1975). The interrelatedness of the individual's components means that physical illness may have a profound effect on psychological well-being, and that psychological status may affect physical well-being in a variety of ways, both positive and negative. The nurse cannot be exclusively concerned with one or the other aspect of the person, but must consistently strive to see the whole person and the relationships among the physical, psychological, mental, and spiritual components.

Self-concept

The concept of the self is an important factor in coping with daily life (Dunn, 1962). One's view of oneself affects one's ability to function. If you see yourself as competent and resourceful, you will tend to behave in ways that support this view. On the other hand, seeing yourself as incompetent may make you reluctant to attempt tasks or even destine you to failure before you begin. An individual's self-concept is based on many factors, one of the most potent of which is the way others see one, or *feedback*.

Body image

Any mutilation or basic change in body structure or function will influence the individual's self-concept and relationships with others, and must be understood in terms of the individual's feelings about the change (Nordmark, 1967). A person's self-concept is closely bound up with the physical self and the body image. If a change occurs in the body, such as the removal of a body part, the person must be reoriented toward the body, reappraise the responses of others, and adjust his or her self-concept. This process may not be difficult, as in the case of an appendectomy that leaves a scar. The loss of a leg, on the other hand, is of maximal concern. The meaning of such a change for the individual is the most significant factor in assessing the seriousness of the difficulty and in deciding whether or not the individual needs assistance in dealing with it (see Chapter 22.)

The meaningfulness of all behavior

All behavior has meaning and purpose for the individual. It can solve problems, relieve anxiety, or help a person to cope with stress (Amis, 1975). You may not understand certain behavior, or be able to discern its purpose, but a recognition that behavior is not without meaning to the individual can help you be more accepting even when you lack understanding. Some behavior may not even be understood by the individual who engages in it, and your efforts to understand may guide the person to greater self-awareness. When you are attempting to help someone change his or her behavior, it may be essential to search for and understand the meaning or purpose of the behavior you hope to modify.

The validity of feelings

Feelings and sentiments are real, and must be treated as such whether or not they appear to be based on fact (Farnsworth, 1960). It is usually easy to accept feelings—our own or others'—for which we can discern reasons, but when we cannot we frequently label the feeling inappropriate or "wrong." This response can result in a breakdown of the interpersonal relationship. If instead we accept a person's feelings and sentiments without judging them to be right or wrong, we strengthen the relationship and build mutual trust.

Individuality and group identification

Human beings function and experience both as individuals and as members of social groups (Schmaul, 1966). It is important to see others as individuals whose responses are derived from their own experiences, and to abandon expectations of behavior based on stereotyped views of the "good patient," racial and ethnic groups, or males and females. On the other hand, we must not ignore the group to which an individual belongs. A person's family or ethnic group may affect the way he or she responds and functions. Finding an appropriate middle ground between stereotyping and inattention to individual backgrounds is a difficult task, as is distinguishing between behavior based on individual differences and behavior characteristic of the group to which the person belongs. However, a continuing effort to do so will help you deal more effectively with others. For example, some family groups respond to the illness of a member by gathering together and becoming intensely involved in the person's care. An understanding of this practice and its meaning to those involved is necessary if the patient is placed in a unit where the number of visitors and length of visits are very restricted. On the other hand, the patient may prefer that the family not be so intimately involved. As a nurse, your first responsibility in such a situation is to the patient.

PART E

Evaluation of Local Professional Development Programs

Evaluation of Local Professional Development Programs

Team members were encouraged to determine the effectiveness of their local professional development programs. In most cases, this evaluation took the form of direct feedback from the participating staff. In some instances, observations and information allowed a judgment as to the extent that instructional strategies used in the occupational classrooms impacted student performance.

For reference purposes, we have selected and included questions used by various teams with their staff. Also included is a form used directly with students to help determine the effect of infusing reading-related strategies to occupational content teaching.

This section includes the following materials:

Sample Evaluation Questions:
  Local Professional Development Programs
A Model for Evaluating Outcomes
  of Reading Strategies in Instruction

SAMPLE EVALUATION QUESTIONS: LOCAL PROFESSIONAL DEVELOPMENT PROGRAMS

College Code: H

A. Is your attitude concerning reading problems different now from what it was at the beginning of the sessions? Are you more convinced that there is something you can do for your students who have difficulty in reading?

B. Do you require a textbook in each of your courses? What reliable criteria do you have for selecting suitable texts?

C. As a result of these sessions, have you changed the nature of your assignments?

D. What is your feeling in regard to the following statement: An instructor's lecture as well as class discussion should reflect and reinforce assigned reading in the text.

E. Look closely at the most recent final exam you gave in any one of your courses. Does it test the students' comprehension of the text? Are your questions worded clearly? Any ambiguities? Any problems in vocabulary? Please comment.

F. Mention one or two strategies you have used in an attempt to overcome your students' reading problems. Whic one has been noticeably effective? Do your students ask better questions? feel more comfortable in class discussion? give evidence of increased vocabulary power? In view of the above, are any of your failing students beginning to see the light?

College Code: M

G. Do you feel that you can apply the material presented thus far to your teaching?

H. Do you feel that the techniques presented thus far will be beneficial to your students?

I. If one of your students has reading difficulties, do you know where to refer them?

J. Do you have any topics/areas of concern for discussion in the next session?

College Code: A

K. If reading programs were to be continued on this campus, how would you like to see it accomplished (e.g., workshops, committee, meetings)?

College Code: L

MODEL FOR EVALUATING OUTCOMES OF READING STRATEGIES IN INSTRUCTION

I. Instructor ____________________

II. Occupational Area/Course ____________________

A. List titles of materials to which reading strategies were applied. e.g., textbook & unit, journal & article...

____

____

B. Indicate reading level (Fry scale) of each material used in study.

____

____

III. Check (A) or (B): (see next page)

A. Study was based on comparing performance of students before applying specific reading strategies to performance of same students on different material after applying specific reading strategies in class. ____

B. Study was based on comparing the performance of students who had applied specific reading strategies to performance of students who had not applied same specific reading strategies in class on the same material. (Experimental vs. Control) ____

IV. Matrix

A. Indicate reading level of each student in study. The Nelson-Denny test results can be obtained from Team Leader. (Students may be identified by number.)

B. Indicate whether each student in the study was assigned to (or completed) X hours of reading course. (Information available from Team Leader.)

C. Indicate grad (letter or numerical) of student's performance on material, which required reading, prior to applying R.S. (This is needed only if III. A. is checked.)

D. Check the students who applied the vocabulary strategy or the paragraph comprehension strategy. List any other strategies used.

E. Indicate grade received by all students tested on the same material, including those who worked with the strategies and those who did not apply strategies. (Use the same grade notation as in IV. C.)

F. OPTIONAL. Indicate satisfactory or unsatisfactory performance on a CLOZE test procedure--or other--evaluating students on reading materials required on the job.

V. Analysis of findings (one or two paragraphs) may include subjective inferences.

College Code: L

CAREER READING PROGRAM

Instructor

Occupational Area

III. A OR B

	A	B	C	D			E	F
STUDENT	READING LEVEL	READING COURSE	PERFORMANCE PRIOR TO READING STRATEGIES	STRATEGIES VOCABULARY	PARAGRAPH	OTHER	PERFORMANCE ON STUDY UNIT	OPTIONAL: Performance on reading material required on the job
Examples III. A:								
1	8	2c	D	✓	✓		C	
2	9	1a	C	✓	✓	SQ3R	B	
Examples III. B:								
1	9	1c		✓	✓		B	
2	9.2	1					C	

*c - completed reading course
a - assigned reading course

RESOURCE MATERIALS AUTHORED BY THE PRIMARY CONSULTANT

L. Jay Thornton
Rutgers University

Readability Procedures and Reading Strategies for Postsecondary Occupational Education, 1980

(Limited copies available from Two-Year College Development Center at $6.50 to cover duplication and mailing cost. Team members each have a copy if you wish to duplicate)

Basic Reading Skills and Vocational Education, 1979

(Available from National Center for Research in Vocational Education, Ohio State University)

Report of Readability Analysis of Textbooks for Carpentry, Cosmetology, Data Processing, Medical Assisting, Radio and Television Used by Pennsylvania Vocational Education Teachers, June 1980

(Pennsylvania Department of Education
Bureau of Vocational Education
Division of Occupational and Vocational Studies
Division of Pennsylvania State University)

Review and Synthesis of Reading in Postsecondary Occupational Education, April 1980

(Pennsylvania Department of Education
Bureau of Vocational Education
Division of Occupational and Vocational Studies
Division of Pennsylvania State University)